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ANTI-RACIST EDUCATION IN TIMES OF CRISIS: ASIAN WOMEN SYMPATHETIC INSTRUCTIONAL LEADERSHIP

Dissertation

by

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Abstract

The purpose of this study is to investigate how Asian women educational leaders perceive their instructional leadership and the ways in which their racialized and gendered experiences impact their practices. This qualitative case study is anchored by the sympathetic instructional leadership framework that includes holding high expectations in a community context, keeping a focus on instruction, and managing critical negotiations with staff. This study was conducted in a predominantly white school district with stated goals for equity. Six semi-structured interviews were conducted with Asian women building leaders and education leaders. Additionally, a survey was conducted across the district about how race and gender during the pandemic and our nation's reckoning have either posed obstacles or opened opportunities for anti-racist work. The qualitative evidence collected about instructional leadership navigation led to the emergence of three main themes: these leaders lead by empowerment and mobilization, they lead through racism, and they focus on adult learning for instructional leadership. While the district survey found a high rate of anti-racist preparation and study on the part of the participants, Asian women leaders conducted more critical negotiations with colleagues than those surveyed across the district.

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Dedication

I dedicate this dissertation to my family, whose support, care, patience, and love helped make this journey at Boston College possible.

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CHAPTER 1[1]

Anti-Racist Educational Leadership in Times of Crisis

Anti-racist leadership is more important now than ever before. During the first COVID-19 summer, the murders of George Floyd, Breonna Taylor, and Ahmaud Arbery were instrumental in forcing the nation to acknowledge its relationship with systemic racism. By the winter of 2021, anti-Asian hate came to the forefront of the nation's media (Cabral, 2021). Throughout the pandemic, Black people, indigenous people, and other people of color (BIPOC) have carried disproportionate burdens: the COVID-19 infection and death rates affected Black and Latinx populations at a higher rate than White communities (Ladson-Billings, 2021), more BIPOC students were in fully remote learning environments by choice and/or by circumstance, and Asian students faced the fear of physical and psychological violence as the scapegoat for the pandemic (Balingit et al., 2021).

The emergence of racism, however, is not limited to high-profile racial incidents covered in the national media. In fact, racism can be described as the "smog in the air;" the ever-present air that we breathe (Tatum, 2017, p. 86). As institutions that often mirror society at large, America's schools are not immune to the effects of racism. Racism emerges in education in multiple ways at every level and often exists when an organization's policies and practices, unintentionally or by design, negatively impact a particular group of people based on race. A school's culture, habits, symbols, and rules can also contribute to institutional racism. Symptoms of racism in schools can be found in the disproportionate representation of students of color in disciplinary matters, special

[1] This chapter was jointly written by the authors listed and reflects the team approach of this project. Stephen Dacey, Laniesha Gray, Cicy Po, Thomas Smith, and Ana Tavares.

education, and lower-level classes (Diem & Welton, 2020). Additionally, individual and structural racism has resulted in lower expectations for students of color, especially from White teachers, and these expectations lead to lower academic outcomes (Gándara, 2015; Khalifa, 2011; Tatum, 2017).

This research, in addition to the impact of the global pandemic and the increased awareness of structural racism in our society, suggests a dire need for school leaders to enact anti-racist leadership practices in their schools. Anti-racist educational leadership, which includes attitudes and beliefs about race and racism, policies and practices aimed at dismantling structural racism, and system-level commitment to anti-racism, provides an effective response to racism in schools which has been amplified by the current crises. In this complicated time when states across the country are moving to ban racial education from public schools (Covarrubias et al., 2018; O'Kane, 2021), an anti-racist approach informed by theoretical elements of Critical Race Theory is a necessary approach to understanding how racial inequities emerge in education.

For example, it has been suggested by Welton (2018) that anti-racist practices can disrupt systemic racism by looking at the learning of both students and educators, acknowledging and maneuvering in the context of resistance to anti-racism in our majoritarian White culture, and looking at systems of organizational change towards greater equity. As explored in more detail in the literature review below, Diem and Welton's (2021) contemporary work on anti-racist leadership in practice has recognized that school leaders need targeted preparation and professional development on how to be anti-racist. This research, however, has tended to stop short of naming specific strategies

for how school leaders, in the present moment, can engage in anti-racist efforts in multiple contexts.

In this study, we hope to fill this gap in the research on anti-racist leadership practices by investigating how educational leaders make sense of anti-racist leadership, as well as how educational leaders perceive the limitations and support for anti-racist leadership in their schools or districts, especially in the current context of the global pandemic and racial reckoning. Our study intends to identify the actions that leaders have taken in response to this moment of crisis and to identify the ways in which anti-racist leadership practices have been supported or limited within a single district.

Therefore, this dissertation-in-practice presents a qualitative case study of a single district in Massachusetts that has a stated goal of creating an anti-racist school community. In this study, we directly respond to Diem & Welton's (2021) plea for research that focuses on how leaders "ensure their everyday actions are drawn from anti-racist orientation" and the practices they need to employ to purposefully address "social, political, and educational oppression" (Diem & Welton, 2021, pp. 3-4). Thus, our dissertation in practice research questions are:

1. In what ways, if at all, do educational leaders enact anti-racist leadership practices in response to the COVID-19 pandemic crisis and this moment of racial reckoning in their schools or districts?
2. What are leaders' perceptions of the limitations or supports for anti-racist leadership practice as they navigate leadership during the COVID-19 pandemic crisis and this moment of racial reckoning in their schools or districts?

Throughout this dissertation, we provide answers to these questions by presenting five studies that take up distinct but related questions stemming from these two group research questions. Table 1 provides details about each members' research questions, conceptual framework, and methodology, demonstrating the conceptual connection across the studies, as well as the thematic connection between the individual studies and the group study.

Table 1

Investigator's individual research questions

Researcher	Research Question (RQ) Conceptual Framework (CF)	Unit of Analysis
Dacey	1. How, if at all, do school leaders support their White teachers in developing their anti-racist White racial identity? CF: White racial identity development as an anti-racist leadership practice	Educational leaders at multiple levels (principals, assistant principals, deans, department chairs, etc.)
Gray	1. How has Black leadership been affected by this current moment of racial reckoning? 2. What aspects of community cultural wealth, if any, do Black leaders leverage in their practice? CF: Community cultural wealth as a specific part of anti-racist leadership practice	Black educational leaders at multiple levels (principals, assistant principals, deans, department chairs, etc.)
Po	1. How do Asian women school leaders perceive their navigation of leadership during the COVID 19 pandemic and racial reckoning? 2. In what ways do the racialized or gendered experiences of Asian	Asian female educational leaders at multiple levels (principals, program leaders, department chairs, etc.)

	female leaders inform their instructional practice? CF: Sympathetic Instructional Leadership	
Smith	1. In what ways, if at all, do educational leaders perceive or make sense of the emergence of anti-racism in predominantly White schools? 2. What are the conditions that support or constrain the enactment of anti-racist practices in predominantly White schools? CF: Emergence of anti-racism in schools through attitudes and beliefs, policies and practices, and school-level commitment (Welton, et al, 2018)	Educational leaders at multiple levels (principals, assistant principals, deans, department chairs, etc.) in predominantly White schools (defined as >70% White student body).
Tavares	How do Latinx educational leaders make sense of their leadership practice during this moment of racial reckoning and the COVID-19 pandemic? CF: Culturally Responsive Leadership and Community Cultural Wealth	Latinx educational leaders at multiple levels (teacher leaders, program directors, department chairs, etc.)

As shown in this table, each of these studies provides insights into the anti-racist leadership practices enacted by school leaders in this current moment. These studies also illustrate the supports and the constraints for the enactment of anti-racist leadership. In the remainder of this chapter, though, we describe the theoretical and conceptual lenses and empirical research that collectively informed all five studies and allowed us to better make sense of our group research questions. To familiarize the reader with the prior research that informed our study, we then review relevant literature on leadership in times of crisis, as well as anti-racist leadership in schools.

Theoretical and Conceptual Frameworks

This group study was informed by complementary theoretical and conceptual perspectives related to the practice of anti-racism in schools: Critical Race Theory (CRT), for its emphasis on the acknowledgment that racism is endemic to society, and a framework for anti-racist leadership initially developed by Welton et al. (2018), for its implications for educational leaders in their advancement of anti-racism in their schools or districts. Specifically, to make sense of questions related to anti-racism in education, we drew on two tenets of CRT in combination with an adaptation of a conceptual framework for anti-racism from Welton et al. (2018). The tenets of CRT provide specific lenses through which researcher-practitioners can analyze and make sense of the effects of racism in education. In particular, the permanence of racism and counternarratives are particularly useful across each of our individual studies and our collective study.

Critical Race Theory

Emerging from critical legal studies, CRT argues that racism is and always has been "endemic in U.S. society," happening all the time at the individual, institutional, societal, and epistemological levels (Tate, 1997, p. 234). Ladson-Billings and Tate (1995) were among the first scholars to apply CRT to analyze the inequities built into our society's educational system. In subsequent research, Capper (2015) applied CRT specifically to educational leadership and distilled six primary tenets that can be used by school leaders in their efforts to mitigate the effects of racism. Those tenets are the permanence of racism, Whiteness as property, counternarratives, interest convergence, critique of liberalism, and intersectionality (Capper, 2015). Two of the tenets, the

permanence of racism and counternarratives, were particularly useful across each of our individual studies and our collective study, they are outlined below.

Permanence of Racism

According to Capper (2015), understanding that racism is part of the fabric of our society can help educational leaders recognize that they are complicit in racism (Khalifa et al., 2014). Furthermore, all schools and districts perpetuate racism through the culture, organization, policies, and practices they utilize (Capper, 2015). Within the context of educational leadership, CRT has been useful in highlighting how the permanence of racism has impacted the experiences and outcomes of both teachers and students of color (Capper, 2015). Therefore, in this study, we used the permanence of racism tenet to help us identify instances of overt racism, subtler forms of racism like microaggressions, as well as impacts of structural racism, as shared by our participants.

Counternarratives

Critical race theorists describe the importance of the personal narratives of people of color "as a way to communicate the experiences and realities of the oppressed" (Ladson-Billings & Tate, 1995, p. 58). Legitimizing the counterstories of people of color allows educational leaders to recognize daily microaggressions and the societal and institutional racism that people of color experience (Capper, 2015). It also provides a counter-narrative to popular beliefs, such as meritocracy, so often held by people in majoritarian groups. BIPOC educators also carry cultural wealth that uniquely helps diverse students succeed (Solórzano & Yosso, 2002). Therefore, in this study, we used the tenet of counternarratives to provide an opportunity for our participants to be heard as they shared their experiences and perceptions of working in the district of our study.

Anti-Racism in Schools

As mentioned above, this study was premised on the centrality of an anti-racist approach to school leadership being able to interrupt the reproduction of systemic racism in schools. Anti-racism is the system of thoughts and practices, at the individual and system level, that aim to confront and eradicate racism and promote ideologies and practices for racial and ethnic equity (Blakeney, 2005; Diem & Welton, 2021). The anti-racist leadership conceptual framework used in this qualitative case study was adapted from Welton et al. (2018) because it provides practical implications for school leaders to engage in anti-racist work. These researchers frame anti-racist leadership as encompassing attitudes and beliefs, policies and practices, and system-level commitment. This three-pronged framework anchored our investigation.

Attitudes and Beliefs

A critical first step in cultivating an anti-racist school environment is addressing the race-neutral and colorblind ideologies and assumptions often held by teachers and parents. Diem and Welton (2021) find that some educational leaders avoid discussions about race by offering superficial initiatives such as "multicultural programs and celebrations, or one-off diversity workshops or professional development that was never applied to practice" (p. 30). These superficial celebrations fail to interrupt racism because they are self-congratulatory without leading to any real change. Colorblind assumptions discredit the acknowledgment of racism, thereby bypassing the need to address racism directly or at all (Utt & Tochluk, 2020). Anti-racist leadership according to Diem and Welton (2021) acknowledges race as a factor in schools and that racial awareness must be raised. They critique neoliberal approaches that involve color-evasive mindsets and

promote policies that take critical aim at persistent patterns of academic achievement related to underserved students of color.

Policies and Practices

The enactment of anti-racist policies and practices specifically designed to dismantle structural racism in schools is also critical for anti-racist change. Examples of anti-racist policies and practices might include de-leveling courses or incorporating racial content into the school curricula. One critical anti-racist practice is culturally relevant pedagogy, which asserts the importance of the socio-political context in education (Ladson-Billings, 2021). When considering the communities most impacted by policies and practices aimed at dismantling historical inequity, educational leaders must connect with their students' present-day concerns, such as the unequal consequences of the COVID-19 virus in BIPOC communities so that students can mitigate the impact they are experiencing within their communities (Diem & Welton, 2021; Freire, 2005; Ladson-Billings, 2021). It is important for members of a marginalized group to feel understood by others who share in the experience of marginalization in order to build resistance (Delgado Bernal, 2012). As part of this anti-racist conceptual framework, there is a need for asset-based approaches that contextualize the multiracial, multiethnic, and multilingual communities within a sociohistorical context that moves away from a majoritarian approach that pathologizes communities of color (Covarrubias et al., 2018). An anti-racist leader promotes a learning environment that affirms the identities of students in order to combat systemic forms of racism (Capper, 2015; Ladson-Billings, 2021).

System-Level Commitment

Individual work on race consciousness is necessary but insufficient by itself. Therefore, Welton et al. (2018) state that to enact system-level anti-racism, educators must create an anti-racist environment for all community members, develop an anti-racist curriculum, recruit, and retain diverse faculty and staff, welcome all perspectives and have difficult conversations, and bring a network of equity organizations to support the work of schools and the district. Diem and Welton (2021) also posit that educational leaders need to dismantle racist ideologies, structures, and processes, such as school choice, standardized testing, data-use practices, and school funding protocols that perpetuate racism.

Connections Between CRT and Anti-Racist Leadership Perspectives

The permanence of racism and the importance of counternarratives, in combination with Welton et al.'s (2018) conceptual framework for anti-racist leadership, gave us the tools to ask educational leaders about their enactment of anti-racist practices, as well as their perceptions of limitations or supports for anti-racism in their schools. This conceptual framework gave us scholastic acknowledgment that racism is everywhere and ordinary and embedded historically and systemically. It provided the perspective, language, and framework to uncover how educational leaders see themselves as complicit in racism, as well as how their schools, by culture, policy, and practice perpetuate structural racism. It helped us make sense of how educational leaders at all levels engage in issues of race and racism, particularly in the current crises of the global pandemic and current racial reckoning.

Review of Empirical Literature

We began this study by reviewing empirical scholarship in order to connect our study to previous research on anti-racist leadership. First, we describe recent research on how crisis and crisis response impact the role of school leaders because the global pandemic and recent racial reckoning represent a moment of crisis for educational leaders. Next, we present our review of empirical studies on anti-racist leadership practices at both the individual and institutional levels, as well as obstacles school leaders encounter when trying to enact anti-racist policies and practices since we are asking participants about their enactment of anti-racist leadership.

Research on Leadership in Times of Crisis

Literature on leadership in times of crisis was essential to our collective work. The research is still growing, addressing post-pandemic recovery and planning as schools grapple with meeting the diverse needs of students (Ladson-Billings, 2021a). Nonetheless, recent literature on the role of schools found that the majority of the literature focused on disaster preparedness, but very little on disaster response and recovery (Fortuna et al., 2020; Ladson-Billings, 2021a). Crisis leadership and crisis management are considered two related aspects of dealing with crises that affect an organization (Mutch, 2015). According to Boin et al. (2005), effective crisis leadership entails identifying new threats, developing plans to meet those threats, and putting resources in place to absorb negative impacts while working to stabilize and return to normal.

Moments of crisis disrupt routines, create an atmosphere of ambiguity, and cause leadership uncertainty (Morrison, 2017). All too often, because of a lack of crisis

leadership training, school leaders inadvertently misstep in their crisis response, thus complicating the situation and prolonging the recovery of communities (Morrison, 2017). Crises like the COVID-19 pandemic have highlighted for educational leaders a gap in teacher pre-service programs and professional development programs for adapting to changing and uncertain circumstances. Three recent crises, the September 11 attacks, Hurricane Katrina, and Hurricane María, provide insight into those leading schools during times of crisis from educational leaders who supported their communities through these crises.

The research on school leadership in times of crisis for the past decade or so perceived their leadership roles as managerial and static (Portin et al., 2006). Superintendents and principals made sure that their schools functioned effectively and efficiently by maintaining schedules, responding to the needs of parents and students and focusing on performance and outcomes (Harris, 2020). These educational leaders were ultimately accountable for their actions and while ideas of distributed leadership or shared leadership were increasingly part of the leadership discourse, most studies of school leadership still tended to focus on the role of the superintendent or the principal as managers (Leithwood et al., 2020). Crises like COVID-19 and national racial reckoning have dramatically changed perceptions of leadership and leadership practices within schools (Ladson-Billings, 2021b). Principals and superintendents are leading schools and districts in innovative ways that are more reliant on technology (Harris, 2020). As educational leaders support students and families from the COVID-19 pandemic and the national racial reckoning they must also contend with evolving leadership practices in response to the current moment.

Research on Anti-Racist Leadership

According to the conceptual framework described by Welton et al. (2018), anti-racist practices emerge in an educational institution primarily through attitudes and beliefs, policies and practices, and system-level commitment. Each of these categories informed our investigation, as we explored anti-racist practices in schools as perceived by educational leaders through the lens of our conceptual framework. We review relevant literature and research within each of these areas below, starting with attitudes and beliefs.

Attitudes and Beliefs

Research has consistently shown that anti-racism is most effective when teachers have personally reflected on their own racial identities while developing self-awareness around race and privilege. In qualitative studies of both pre-service and veteran teachers, research has shown how teachers' limited information and limited experience can negatively impact anti-racist pedagogical efforts, ultimately leading to perpetuated stereotypes and reinforced hegemonic ideologies (Davila, 2011; Graff, 2010). Similarly, in a study about how educators can personalize cultural and political knowledge to cultivate anti-racist practices, Seidl (2007) described the importance of teachers' acquisition of a "more sophisticated understanding regarding the history of racism and race relations and its impact and influence on our current relationships and in our teaching lives" (p. 177). Dlamini (2002) discovered that teachers' underlying beliefs and assumptions regarding race often go unresolved, often limiting substantive action and change.

Studies have shown that many faculty and staff are at best neutral on issues of race in their schools and often avoid considering how race and racism impact them and their communities (Allen & Liou, 2019; Lewis, 2001; McMahon, 2007; Swanson & Welton, 2019; Welton et al., 2015). Many educators are very uncomfortable talking about race, and often divert the discussion to the education of the "whole child, not just their race" or saying things like "we can't do anything about that – we're here to help kids learn" (Brooks & Watson, 2019, p. 644).

Other qualitative case studies demonstrate how teachers actively resist equity-centered, anti-racist actions. In one study of a large, comprehensive high school in California, researchers found that White educators tend to blame society when students do not reach their potential, often referring to concepts such as the school-to-prison pipeline to make broad assumptions about students and their families (Allen & Liou, 2019). Similarly, in another study, Swanson and Welton (2019) found that some teachers even refuse to participate in equity-centered professional development programs, demonstrating "conflicting understandings" about race-conscious improvement efforts (p. 747). These colorblind, race-neutral ideologies, coupled with White fragility and active resistance, cause principals to revert to "safer, racially neutral" discussions around equity (Swanson & Welton, 2019, p. 748).

Political tensions also arose in the research as a significant obstacle to anti-racism in schools that maintained racially inequitable conditions. Teaching faculty who embraced an anti-racist approach clashed with those who resisted it, which caused administrators to compromise the major tenets of anti-racist leadership. Similarly, some parents often pressure school leadership into maintaining the status quo. Rather than

confront the tension and conflicts surrounding issues of race, school leaders sought to maintain “an institutional culture of harmony” (Lewis & Diamond, 2015; Solomon, 2002, p. 188).

Knowledge from the review of these studies helped us recognize the obstacles that educational leaders face when trying to enact anti-racist practices. Findings from these studies also helped us create more meaningful questions as we interviewed our participants.

Policies and Practices

Most of the research on anti-racist teaching practices fall into three main categories: 1. including racial content and inequality in course content, curricula, and activities, 2. teaching from an anti-racist pedagogical approach, and 3. anti-racist organizing within the school community (Kishimoto, 2018). We will discuss the first two components here and will address the third component in our discussion of system-level commitment.

There is a growing body of empirical research on how teachers incorporate content, activities, and discussions that confront racism into course curricula. Most of the studies investigated how teachers challenged Eurocentrism by including racial content in the syllabi, course materials, course activities, and curriculum (Kishimoto, 2018; Solomon, 2002). Outside the classroom, teachers also established race-based heritage groups, such as the Black Heritage Club, and have tried to bring in professionals from racial minority communities to speak to students (Solomon, 2002). Unfortunately, these efforts are often superficial in nature and do not directly investigate serious issues of

racism, race consciousness, and racial identity development that are crucial to anti-racist practices (Miner, 2009; Solomon, 2002).

Beyond introducing inclusive course content and creating heritage groups, classroom discussions are particularly relevant activities in anti-racist pedagogy. In a study of how European American and African American students responded to classroom discussions about historical racism, Hughes et al. (2007) found that "European American children who learned about historical racism had more positive and less negative views of African Americans than did children who received similar lessons that did not include information about racism" (p. 1701). Classroom discussions on race are one way that anti-racism can be enacted at the classroom level.

Similarly, Roberts et al. (2008) used observations and focus groups to examine how students "talked about race and racism while participating in a curriculum that introduced the analytic lens of story types: stock stories, concealed stories, resistance stories, and counterstories (p. 334). The researchers found that "students yearn for spaces and curricula that provide the context and history within which they can ground their experiences and analysis" (p. 350). Additionally, when teachers focus on issues of race and racism and seek to incorporate the students' perspectives, the authors reviewed found "everyone involved can engage in more thoughtful and creative analysis of the system of racial oppression in which we live to develop the tools to change it" (p. 350). Equally important to understand is the impact an anti-racist pedagogical approach provides beyond course content and curriculum. In particular, it challenges assumptions, develops students' awareness of their own privilege, decenters authority in the classroom, and creates a community of learners (Kishimoto, 2018).

Research has demonstrated the importance of how teachers question and elicit answers, describe and address students, value what students have accomplished outside of school, connect the lives of the students to the curriculum in a meaningful way, and validate and elevate marginalized cultures (Ladson-Billings, 2003; Lee, 1998). Even further, qualitative case studies have also offered evidence that pedagogy that "acknowledges the importance of racial and cultural identities, teaches through collaboration and dialogue, examines power and oppression, examines discrimination as systemic, critiques traditions of schooling, and advocates for social action" are all effective strategies in developing an anti-racist approach to teaching (Borsheim-Black, 2015, p. 409).

This research demonstrates how individuals adapt their pedagogy to make their curricula and classroom practices more anti-racist. The findings from these studies helped us make sense of how educational leaders enact anti-racist practices in their schools and aided our investigation as we collected and analyzed data from our participants.

System-Level Commitment

Research has shown that "systemic level anti-racist change never actually happens," as scholars and practitioners are "bogged down with individual commitment" and often "neglect the larger institution" (Welton et al., 2018, p. 6). Although individual anti-racist work is critically important, research shows that there must be a system-level commitment to ensure that the entire school community is working towards creating an anti-racist environment (Welton et al., 2018).

Previous systemic level commitment research has focused primarily on school policies and practices that attempt to create an anti-racist environment for all

constituencies, with particular emphasis on school discipline and the recruitment and retention of minority faculty and staff, as "numerous scholars and commentators have held that there is a growing mismatch between the degree of racial/ethnic diversity in the nation's student population and the degree of diversity in the nation's elementary and secondary teaching force" (Boser, 2014; Ingersoll & May, 2011, p. 40). Specifically, national data show a gap that continues to exist between minority students and teachers in the U.S. school system. For example, a recent study showed that "41% of all elementary and secondary students were minority, but only 16.5% of all elementary and secondary teachers were minority" (Boser, 2014; Ingersoll & May, 2011, p. 40).

Research studies have attempted to explain the shortage of minority teachers, most often finding that particular school conditions are strongly related to minority teacher departures (Ingersoll & May, 2011). The most important factors in retaining minority teachers are "the levels of collective faculty decision-making influence in their school and the degree of individual instructional autonomy held by teachers in their classrooms" (Ingersoll & May, 2011, p. 43). Other factors, such as pay scale, opportunities for professional development, and school resources had much less impact on minority teacher turnover.

Another school-wide effort in anti-racism enacted by educational leaders is equity audits, whereby administrators "systematically collect and examine data to identify equity gaps," often done in stages (Diem & Welton, 2020a, p. 138). Community-based equity audits have also been employed to go beyond the school as the unit of analysis. In addition to equity audits, equity-centered policy analysis models have also been

established that can be used to determine whether a policy is just and ethical (Diem & Welton, 2020a).

Like the findings from studies on policies and practices, the research on system-level commitment to anti-racism helped us make sense of how educational leaders enact anti-racist practices at a broader scale. This knowledge aided our investigation as we asked our participants about how they viewed anti-racist practices at the organizational level.

Conclusion

The five studies of this research explore anti-racist leadership practices, as well the educational leaders' perceptions of the supports and constraints related to anti-racist leadership. The individual studies of Gray, Po, and Tavares also explore the ways in which the positionality of educational leaders impacts their enactments of anti-racism and their perceptions of the ways in which this moment of history impedes or creates opportunities for anti-racist leadership.

Chapter 2 describes the qualitative methods used across all five studies. It includes the criteria for the study's site and participant selection, interview protocols, document review, and focus groups. The methods of data collection and analysis is also reviewed in this section, along with the positionality of the researchers and the limitations of this study.

The first study, conducted by Steve Dacey, investigates the role that White racial identity development plays in informing anti-racist leadership in the district. The second study, conducted by Laniesha Gray, looks at how community cultural wealth informs Black leadership during this moment in history. The third study, conducted by Cicy Po,

investigates the perceptions of Asian Women leaders as informed by their racialized and gendered experiences. The fourth study, conducted by Tom Smith, investigates anti-racist leadership in predominantly White schools. And finally, Ana Tavares conducted a study on how Latinx educational leaders make sense of their leadership during this moment in history, using culturally relevant leadership as a frame.

This dissertation concludes with Chapter 4, a synthesis of all five individual studies that describes the themes and tensions that arose as our participants advanced their mission to work for anti-racism.

CHAPTER 2[2]

Methods

This group study employed qualitative methodology to explore the ways in which educational leaders enacted anti-racist leadership practices in response to the COVID-19 pandemic crisis and this moment of racial reckoning in their schools and developed a detailed understanding of the leaders' perceptions about the limitations or supports for anti-racist leadership practice in their schools. The phenomenon of anti-racist leadership was best studied using qualitative methods because we were interested in collecting the perceptions of multiple educational leaders with a variety of experiences based on their different roles and racial and ethnic identities. This allowed us to "achieve an understanding of how people make sense out of their lives…and how people interpret what they experience" (Merriam & Tisdell, 2016, p. 15). Our qualitative research took the form of a case study of a single district, which was a valuable way to explore a contemporary phenomenon, like anti-racist leadership, situated in the real world (Yin, 2018). A case study of a single district was chosen for this study because it allowed for practical implications for district leaders in the field. Our case study was informed by CRT and analyzed using Welton et al. (2018) and Diem and Welton's (2021) anti-racist framework in order to explore the ways in which anti-racist leadership practices were enacted, if at all.

Site Selection

Our selected school district for this case study met several criteria that allowed the researchers to gather evidence for each individual study. The district had the following

[2] This chapter was jointly written by the authors listed and reflects the team approach of this project. Stephen Dacey, Laniesha Gray, Cicy Po, Thomas Smith, and Ana Tavares.

criteria for the study: (a) was a large K-12 district in Massachusetts serving 8 to 12 schools, which provided the researchers the greatest possible variation in participants; (b) had multiple schools in which White students represented over 60% of the student body; (c) had diverse school leaders who were recognized by their district leaders as being concerned with equity work; and (d) was committed to equity as identified by their mission, vision, and strategic plan, which helped to ensure that our participants were information-rich and able to respond to our interview protocols.

In order to identify a district that best met these criteria, we first consulted the Department of Elementary and Secondary Education (DESE) website, particularly student, faculty, and staff demographic data. In looking through these data, we analyzed districts with representation from Black, Latinx, and Asian communities in positions of leadership, as well as predominantly White student populations. We presented a list of potential districts to our group mentor, who was able to connect us with the superintendent of a district that met our criteria. This district will be referred to as the District throughout this dissertation.

Once we had established our relationship with the superintendent of the District, we began to recruit participants that met the individual criteria of our individual studies, as described in more detail in the respective Chapter 3 methods sections. The following section will briefly describe how participants were generally selected for the individual studies.

Participant Selection

An initial screener interview with the district superintendent, not used as part of the data collection process, was conducted to identify key leaders involved in anti-racist

work, as well as leaders who identify as White, Black, Asian American, and Latinx. The superintendent gave us the names and contact information of principals, assistant principals, directors, and teacher leaders across these demographics. We then used snowball sampling, in which we asked participants to recommend other individuals to be sampled, to account for any potential biases from the superintendent choosing our participants (Creswell & Guetterman, 2019).

The superintendent first emailed the initial list of participants, inviting them to participate in this study. We then contacted the participants directly to describe the purpose of our study and formally invite them to participate. All our participants were identified by district leadership as committed to anti-racism in their schools and identified as Latinx leaders, Black leaders, Asian American women, leaders who work in predominantly White schools, or leaders who work with predominantly BIPOC students. Our participants included principals, assistant principals, other members of the administrative team(s), as well as other personnel who may have had an impact on the creation and enactment of school policies and practices. Therefore, participants also included teacher leaders, school counselors, and other support staff with relevant experience within the school(s).

Data Collection

Our data collection methods included interviews, document review, surveys, and a focus group to answer our research questions. These qualitative methods allowed us to construct knowledge and understanding by exploring how educational leaders enacted anti-racist leadership practices, as well as how they perceived their environment supported or constrained their efforts.

Interviews

In order to explore anti-racist leadership practices, as well as to understand perceptions of the supports and constraints related to anti-racist leadership, our study utilized interviews. In our study, interviews were semi-structured, meaning there were some specific questions asked of all respondents, but most of the interviews were guided by a few pre-determined questions to be explored, as well as issues that arose during the conversation. In the unstructured portion of the interview, neither the questions nor the order in which the questions were asked were predetermined, which allowed us to flexibly respond to the participant as their thoughts and ideas developed (Merriam & Tisdell, 2016). Our research team conducted 26 interviews of school personnel leading specific areas of anti-racist work; these interviews were approximately 60 minutes in length. This number of interviews allowed us maximum variation across schools and roles. Interviews were recorded and transcribed using a transcription service.

As described in more detail in each of our chapter three methods sections, the interviews were designed to discover what educational leaders were doing in response to this moment of crisis during a time of racial reckoning and the COVID-19 pandemic, as well as the perceptions of the limitations or supports, as described by educational leaders, that allow for impactful anti-racist leadership practices. The interview questions were categorized by elements of our conceptual framework and literature review. For example, we had questions about attitudes and beliefs regarding anti-racism, anti-racist policies and practices, system-level commitment to anti-racism, as well as leadership in times of crisis. Our individual interview protocols are included in Appendix A. We acknowledge the emotional and personal risks assumed by the participants in our study, as we asked

questions about anti-racist practices. Our consent forms were designed to ensure confidentiality following BC IRB processes.

Document Review

For our study, we selected documents that responded to our research question on how issues of race and racism in the school and in the larger community were prioritized, responded to, or discussed. Our goal was to use the qualitative data collected from documents to reinforce or challenge our understanding of educational leaders' perceptions of anti-racist leadership in response to the current crises.

Documents were used in the same manner as data from the interviews in that "the data can furnish descriptive information, verify emerging hypotheses, advance new categories of hypotheses, offer historical understanding, and track change and development" (Merriam & Tisdell, 2016, p. 182). Documents offered the advantage of stability over interviews and focus groups because the presence of the investigator did not alter what was being studied (Merriam & Tisdell, 2016). We also recognized that documents were not created for the purpose of the study and therefore it required some resourcefulness on the part of the researchers to locate and analyze the data.

The documents were grouped into several categories: district-level, school-level, public, and non-public. Documents were further categorized based on three elements of our conceptual framework: attitudes and beliefs, policies and practices, and system-level commitment.

We searched for relevant public documents on the district's website, which contained information on the district's mission and values, as well as its goals and objectives related to anti-racism. The website contained anti-discrimination and anti-bias

policies. We searched for these documents using key words such as anti-racism, racism, bias, discrimination, etc. to identify documents that contained information pertaining to our research questions. The district website also contained links to individual school websites, which were examined for relevant public documents, such as equity plans and communications to families.

After gathering as much public information as possible, we then collected relevant non-public documents such as professional development program overviews from individual schools and departmental email communications related to anti-racism. A list of all documents that were reviewed can be found in Appendix B.

Survey

We issued a district wide survey (Appendix C), adapted from the National Latino Leaders/Principals Survey (Appendix D) to survey the general trends in the district and to query for how respondents perceived the impact of this historical moment of the pandemic and racial reckoning on their leadership for anti-racism. The National Latino Leaders/Principals Survey is a validated survey as part of a study of leaders across the country, led by Frank Hernández, Elizabeth Murakami, and Sylvia Méndez-Morse; these researchers studied and reported their work in 2015 on how these leaders/principals described their schooling experiences, how their racial/ethnic backgrounds opened opportunities or constrained their work as school leaders, and what their challenges and successes have been. The survey included general school information, perceptions of school performance, professional development, experience and training of the respondent, perceptions of race, gender, successes, obstacles, and background questions. These survey questions helped us understand trends in the district as they related to work

for racial equity, a stated purpose of the district. The participants included district and school-based educators, student support staff, and leaders. Recruitment of participants happened with the Superintendent's support and was issued through district communication channels. These survey respondents were recruited as already being involved in anti-racist work in the district.

Focus Groups

Our study utilized one focus group that contained two participants in order to explore anti-racist leadership practices, as well as to understand perceptions of the supports and constraints related to anti-racist leadership. The number of focus groups was limited by participant availability. Morgan (1988) explains that "the hallmark of focus groups is the explicit use of the group interaction to produce data and insights that would be less accessible without the interaction found in a group" (p. 12). Cresswell and Guetterman (2019) further explain that focus groups are useful when participants are hesitant to provide information and given the sensitive nature of discussions about race and racism the group environment, rather than an individual interview, seemed to provide a degree of comfort that encouraged the participants to provide information related to the anti-racist leadership actions in their school and district. The focus group participants were self-selected in response to an open invitation sent via email by a building administrator to the entire building staff. The focus group featured school leaders in order to gather data about their perceptions of anti-racist leadership practices and their response to the global pandemic and racial reckoning. A sample protocol for focus groups is included in Appendix E. Again, we acknowledge the emotional and personal risks

assumed by the participants in our study as we asked questions about anti-racist practices. Our consent forms were designed to ensure confidentiality following BC IRB processes.

Data Analysis

Because our individual studies were loosely coupled within our overall study, much of the data was collected as a group but analyzed individually. Our data analysis started with a preliminary exploratory analysis to get a general sense of the data, and this was followed by establishing a coding process to make sense of the data (Cresswell & Guetterman, 2019). A detailed explanation of each investigator's coding processes can be found in our individual Chapter 3s.

Positionality

Given the focus on issues of race and racism in this study, it is important to note the role that positionality played in our research. Our work reflects the positionality of each researcher within our diverse group. The researchers in our group have both educator and district-level leadership experience in public, charter, Catholic, and independent schools, serving elementary, middle, and high schools. Among this group is an Assistant Principal, Director of Equity and Inclusion, Dean of Teaching and Learning, Elementary Superintendent, and a Head of School. The research team includes two White men, a Latina, a Black woman, and an Asian-American woman. As research practitioners who are simultaneously researching anti-racist practice and continuing our commitment to equity in schools and in our systems, we recognize that the questions we asked and the inferences we drew from our findings are influenced by our racialized experiences as well as our respective culture, class, and gender (Creswell, 2012). Knowing this, we checked for bias by developing interview protocols jointly, maintaining process journal

entries, and collectively reviewing interview transcripts while looking for patterns and themes. Each researcher identified themselves to the participants in the study by role and home school or district, as well as their self-identification by the social constructs of race and gender.

As a dissertation-in-practice group, we've seen each other through academic challenges, family illness, the birth of two children, and other life stressors as we've simultaneously led our respective schools through this pandemic. We acknowledge the significant emotional labor required to both research and work for racial equity. As we co-constructed knowledge together, we've woven processes into our meetings to ensure we remain connected to both the mission of our work and each other. We committed to negotiate and balance the emotional labor—with the recognition that so often this burden is carried by people of color—by beginning most meetings with check-ins and closings with a pluses and deltas protocol that addressed both successes and growth. Finally, we offer additional details of our positionality in the individual studies in chapter 3.

Limitations

As with any qualitative case study, the methodological choices we made in our inquiry came with some limitations. Our qualitative investigation was a snapshot of educational leaders' perceptions at a specific moment in time. In addition, the relatively small sample size makes it difficult to generalize some of the findings to the entire district or to other districts in Massachusetts. The makeup of our group of researchers, which consisted of three women of color and two White men, was also a limitation. Although our interview protocols were created and reviewed collectively as a group, it is possible that the race and/or gender of the interviewer impacted the responses of the

educational leaders being interviewed. Upon reflection, however, none of the group members felt that the interviews were compromised or negatively impacted by the race or gender of the interviewers, but it is impossible to know for sure. One great asset of our group, however, was our ability to discuss the data and findings in great detail as a racially mixed group of women and men.

Despite these limitations, the perceptions of our participants will certainly add value to those looking to better understand anti-racist leadership and the conditions that support or constrain the enactment of anti-racist practices, especially in the current crises of the global pandemic and racial reckoning.

CHAPTER 3[3]

INDIVIDUAL STUDY: ASIAN WOMEN SYMPATHETIC INSTRUCTIONAL LEADERSHIP

Introduction

The U.S. is in a moment where the number of students of color is projected to increase in U.S. elementary and secondary schools, but people of color remain radically underrepresented in school leadership positions (Lopez, 2017; NCES, 2020; Pew Research, 2017, 2018; US Dept. of Ed., 2016). Research suggests that educators of color matter to the successful academic performance of students of color and that leaders of color matter for the retention of educators of color (Viano, 2017; Khalifa, 2011). More specifically, studies show that educators and educational leaders of color can positively affect academic outcomes for kids of color (Khalifa, 2011; McMahon, 2007; Reed, 2012). Prior research has also suggested that school leaders of color bring their unique lived experiences to their instructional leadership which helps promote anti-racist practice and work for equitable student outcomes (Hernandez et. al., 2014; Milligan and Howley, 2015; Toure and Dorsey, 2018). Some leaders and educators have been found to view racism as individual events and incidents, others view them as systemic, even "hidden parts of school curricula" (Allen & Louis, 2019, p. 678). These studies point to the need for further research to deepen understanding about the ways in which school leaders of color work for racial equity.

Particularly notable is the under-representation of Asian American women in school leadership roles. Asian educators in K-12 education make up 2% of the population

[3] This chapter was written individually by Cicy Po.

of educators, which is disproportionately lower than the share of Asian students in the country at 5%, growing to 7% by the end of this decade (NCES, 2020; Pew Research, 2017). In a National Teachers and Principals Survey, it was found that Asian principals in public schools account for 0.9% of all principals and Asian Women a fraction of that (NCES, 2021).

The visibility of Asian women leaders is on the rise as we elected our first Asian American woman Vice President and recently, new legislation has been proposed by Senators Himono and Representative Meng entitled, the COVID 19 Hate Crimes Act (Himono.senate.gov., 2021). But the U.S. is also in a political moment in which some Asian communities have been blamed for the COVID 19 pandemic (Tavernise & Oppel, 2020). Of the 6600 reported anti-Asian hate crimes and incidents during this time, they happened at twice the rate for females than males (Yancey-Bragg, 2021, Stop AAPI Hate, 2021; Donaghue, 2021). In this fraught political moment in which there is clear evidence of the racialized and sexualized violence experienced by Asian women in the U.S. (Mukkamala & Syuemoto, 2018), the leadership efficacy of Asian women school leaders is worth examining.

And yet, little scholarship has been done on Asian women leaders. While some studies point to a common leadership aspiration of high expectations for students among Asian women school leaders (Liang & Liou, 2018, Liou & Liang, 2020), little research exists on the perception and practice of Asian women school leaders as they lead for teaching and learning, and the ways in which this instructional leadership is connected to the leader's positionality, and the context of the time and place of the community of learners that they lead.

Research suggests that high quality instructional leadership from leaders of color can contribute to the work of anti-racism in U.S. schools (Khalifa, 2011; Delpit, 2008). And Asian women educational leaders are found to emphasize instructional leadership. In order to address the gap, of how leaders of color conduct instructional leadership that is anti-racist, this study sought to investigate the relationship between the racialized and sexualized experiences of Asian women leaders navigating their instructional leadership during the current crisis moment in U.S. schools. To better understand these experiences, I asked the following two research questions in this study:

1. How do Asian women school leaders perceive their navigation of instructional leadership during the COVID 19 pandemic and racial reckoning?
2. In what ways, if at all, do the racialized or gendered experiences of Asian female leaders inform their instructional leadership practice?

In order to answer these two questions, I located my research in the same district described in Chapter 2, which is mentioned in more detail in my methods section below. This district contains 10% of the state's share of building leaders who identify as Asian. While this study cannot comprehensively address the experiences of all Asian women school leaders in the state, in this chapter, I provide answers to these research questions by analyzing the experiences of Asian women leaders in this district.

Ultimately, I found in my examination of these narratives that the Asian women leaders in this district tended to use specific anti-racist practices in their instructional and educational leadership roles, such as leading to empower and mobilize, leading through racism, and emphasizing the critical negotiation of racist moments with colleagues to drive for adult learning, in the form of professional development. In this chapter, I

demonstrate the way in which these practices highlight these leaders' beliefs in the capacity of students, the importance of growing allies and leaders, and their emphases on adult learning. I first present an overview of the theoretical and conceptual frameworks that informed the study, as well as a review of previously published literature on Asian women leadership, instructional leadership, and the interaction of race and gender with instructional leadership. I then share the methods used to conduct the study, describe the findings from the qualitative interviews and relevant data from the quantitative district wide survey. Finally, in the discussion section, I analyze and synthesize the findings.

Literature Review

This study was informed by empirical and conceptual research in instructional leadership as it relates to student expectations and outcomes, and the racialized and gendered experiences of Asian women leaders. In this section, I present a review of research literature about the theoretical and conceptual frames that guide the study as well as a summary of research findings from previously conducted research into the experiences of Asian women leaders.

Theoretical and Conceptual Framework

Three broad theoretical and conceptual perspectives informed the questions that I investigated in this study: Asian Crit, sympathetic leadership, and instructional leadership. In this section I explain how the theoretical frameworks of Asian Crit and sympathetic leadership are merged with instructional leadership to articulate the conceptual framework, sympathetic instructional leadership, used to guide the study.

Ultimately, this study is designed to investigate the ways in which Asian women leaders perceive their navigation of leadership in the context of their racialized and

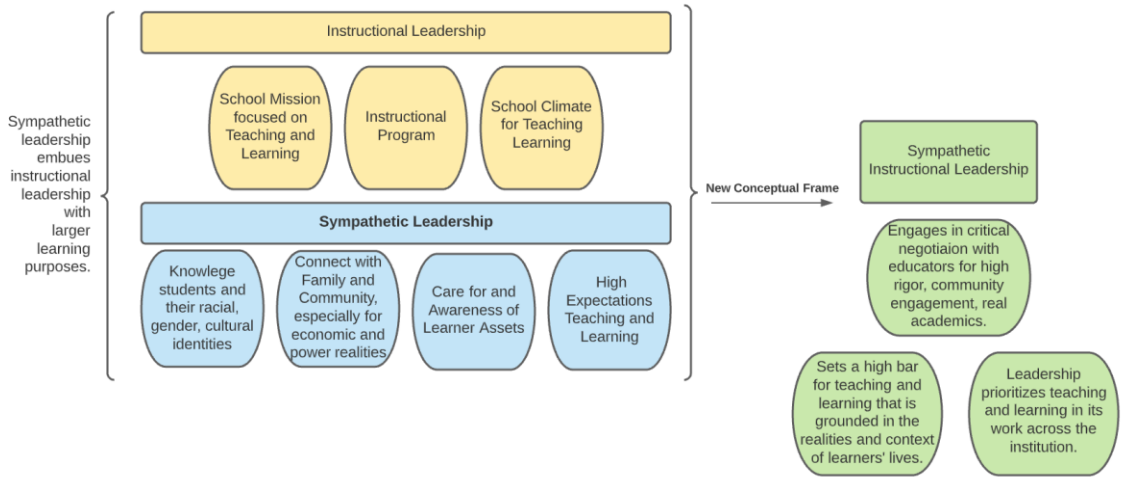
gendered experiences. Therefore, a set of critical theoretical approaches like Asian Crit and sympathetic leadership were necessary to support the work (Iftikar & Museus, 2019; Du Bois, 1935). Following the tenets of AsianCrit, this study raises the excluded voice of Asians in American history (An, 2017; Buenavista, 2018; Choi, 2018, Rodriguez, 2018,); is aware of the history of foreign-ization and dehumanization of Asians (Park and Liu, 2014; Poon et al. 2016; Shih et al. 2019,); and names intersectionality as the unique combination of systems of oppression as lived experiences of people (Sanchez-Hucles, 2010). Liou (2016) theorized that when teachers pity students, it is a kind of mistaken sympathy that leads to low expectations. Liou says this pity is unlike Dubois's (1935) sympathetic leadership, which includes deep knowledge of students' culture, identity, and history to better serve students. Liou and Rojas (2017, 2019) studied asset based concepts of sympathy that hold high student expectations; educators who practiced this type of sympathetic leadership had knowledge of students' racialized experiences, co-created equitable classroom expectations.

According to Khalifa (2011), one of the ways that racism is most durable in schools is the persistence of educators' low academic expectations of students of color which drives the academic disparity to favor whites. Asian women leaders have been identified in past research as emphasizing instructional leadership (Valencia, 2011; Liou, 2016; Liang & Liou, 2018; Liou & Liang, 2020). Liou & Liang (2020) found Asian American women school leaders resisted deficit models of education by knowing their s identities, engaged in caring relationships, and also formed community alliances to understand students' context. In short, research indicates that the ways in which anti-racist educational leadership happens, as conducted by researchers of color about leaders

of color, is by maintaining awareness of community cultural wealth (Yosso, 2005), resisting pathologizing deficit mindsets of students (Valencia, 1997, 2011), leading with culturally responsiveness (Khalifa (2018), culturally responsive pedagogy (Hammond, 2018; Ladson-Billings, 1995), and acting as "warm demanders" which is inherently anti-deficit (Delpit, 2008). Garcia and Guerra's (2004) study further finds that adult learning is needed in schools to dismantle student blaming deficit thinking.

Sympathetic instructional leadership as depicted in figure 3.1 unites instructional leadership with sympathetic leadership with three prongs of action: keeping focus on instruction, holding high expectations anchored in community, and engaging in critical negotiations. It is comprised of Hallinger and Heck's (1996) instructional leadership, Liou and Liang's (2020) sympathetic leadership, and Valencia's (1997) concept of educability. The tool for this qualitative study involves semi-structured interviews with Asian women educational leaders with questions built from this conceptual framework. The starting interview question queries participants for their work in critical negotiation with educators (described in the literature review), how they lead with high expectations, and how they keep the focus on teaching and learning.

Figure 3.1. Sympathetic instructional leadership conceptual framework.



Informed by these perspectives, the following sections include a synthesis of previous research that has been conducted on Asian women leaders, instructional leadership, and the interaction of race and gender with instructional leadership.

Research on Asian Women Leaders

Asian women face unique challenges about perceptions of their leadership that stem from a history of racial and gendered discrimination and oppression. Their entry into the US as prostitutes or dependents of men has been overwritten with "bamboo and glass ceiling" experiences (Li, 2014; Mukkamala et al., 2018). Some researchers have studied how Asian female stereotypes of passivity or manipulativeness, has complicated the ways Asian American women navigate their school leadership roles, especially in light of what is considered strong leadership – authoritarian, male, tough, aggressive (Kramer, 2020; Liang and Peters-Hawkins, 2017, 2018; Tinkler et al., 2019). Tinkler et al. (2019) tested the theory of dominance penalty (when a take charge attitude–viewed as

positive among males– is seen negatively when taken on by women) on 276 undergraduates who rated the leadership competency of males, females, whites or Asians. They found that Asian women are seen as least fit for leadership when compared to white men, white women or Asian men in either dominant or communal style leadership. Additionally, when Asian American women are perceived as competent, their dominance penalty may be tempered by stereotype driven invisibility associated with their intersectional identity.

Since the 1960s, the model minority myth has wedged a divide between Asians and communities of color, rendering Anti-Asian racism invisible or discredited (Chang, 2013). Furthermore, Asian American voice has been absent in our history books, exacerbating the invisibility (An, 2017; Buenavista, 2018; Choi, 2018).

Race congruence, when the race of a supervisor and those supervised match, has been shown in certain studies to matter positively in the perception of leadership efficacy (Viano & Hunter, 2017). Burris et al (2014) surveyed nearly 100 Caucasians and 100 Asians and found that Caucasians associated successful and authentic leadership with Caucasians and antisocial behaviors with Asians; conversely Asians found Asians to be more authentic leaders. Sy et al. (2010) found that Asians ranked significantly lower than Caucasians in leadership qualities. Xin (2004) found that Asians use more job focused tactics and fewer relational ones in their interactions with colleagues, which is associated with misunderstanding the supervisor and subordinate relationship. Liang and Peters-Hawkins (2017), through a multi-case study of Asian American women leaders using constant comparative methods, investigated how they made sense of their leadership experience and their challenges as Asian American women in leadership. These authors

found that the career trajectories of these leaders came from specialized entrapped offices such as multilingual directorship, that mentorship was important, and that racism and sexism constantly challenged their leadership effectiveness.

Nguyen (2020) conducted a "success case study" of four Asian American women in higher education and through semi-structured interviews, found that race/ethnicity, gender, and culture informed successful leadership practices of these women. These leaders valued awareness of western culture while integrating their own cultural assets of valuing collectivity, collaboration, and "group good".

Scant research exists on Asian American women in leadership positions and lesser still on the assets of their leadership (Kawahara, et al., 2007; Liang, 2018). While there are studies on ways in which Asian American school leaders gained their roles– through mentorship and strong networks, we know little about how Asian American women school leaders lead teaching and learning (Liang & Peters-Hawkins, 2017; Liang & Peters, 2018; Liang & Liou, 2018). This review of the perception of Asian women leadership informs the research question on how, if at all, the racialized or gendered experiences of these leaders impact their instructional leadership practice.

Research on the Interactions of Instructional Leadership with Race, Gender and Student Expectations

Racial equity in schools must address the academic outcomes of students. Hallinger and Heck (1996) found that instructional leadership advances student outcomes; however, non academic work, fractured time on a large variety of tasks, and frequent daily crises, make instructional leadership only 8-19% of school leaders' work (Shaked, 2018). Hallinger et al. (2016) surveyed 29 years of studies that used the

principal instructional management rating scale (PIMRS) to seek significant mean differences between male and female leaders (Appendix A). They found that female leaders enacted greater instructional leadership practice than males. Park et al. (2019) found that principals can impact student math achievement- via professional learning communities, collective responsibility, and group level math teacher expectations–all related to or represented by functions of PIMRS instructional leadership. These findings point to the value of studying women educators and that part of their leadership includes collaboration with colleagues to reach their goals.

Over the past 40 years, scholarship has begun to pair instructional leadership with other forms of leadership, such as transformational or social justice (Hallinger et al., 2020). Shaked (2019) investigated instructional leadership and social justice leadership in leaders' practice and theorized that the relationship between the two is competitive, rather than working together. Rigby's (2014) study highlighted a social justice approach that interpreted instructional leadership as a means of making education more equitable (Appendix B). In a survey of 177 Hong Kong vice principals about integrative (transformational and instructional) leadership, Kwan (2020) found that instructional leadership is supported by transformational leadership and ultimately requires capable staff for instructional leadership to yield successful student outcomes. These findings indicate that working for instructional leadership is a complex issue that isn't just about improving the content or skills attainment of students; it also requires a look at the socio-economic and other power dynamics of a student's life and context.

More recently, Shaked (2020) studied 46 Israeli principals and found that their social and cultural context can affect how instructional leadership is implemented, citing

that Israel's flat structure, "clan culture", and differential buy-in to academic mission by principals and educators, can compromise implementation. This research connects to the aspect of this research that looks at the critical negotiation that leaders have to do with educators for equity.

Race plays a role in educator expectations of students (Khalifa, 2011). Khalifa's (2011) two-year study, of a school's educators, principal, students, and family members, found that white teachers make more "deals" with black students to allow for their disengagement in exchange for "counterfeit social capital" with those students. Conversely, Black teachers in this study did not "acquiesce" to student disengagement (p. 711). Valencia's (1997) articulation of anti-deficit mindset speaks to the need for educators to believe in the educability of students rather than in the pathologies of students, the latter of which leads to low expectations that drives low outcomes. Yosso (2005) later builds on the concept of holding student as having unique cultural assets, which she articulates as community cultural wealth.

Masewicz and Vogel (2014) defined principal efficacy as pushing for better teaching and learning with a relentless "instructional press" that is about high rigor anti-deficit instructional leadership. These principals, who led a challenging Colorado urban school to academic growth, were "critical theorists" who worked for social change (p. 1078) in part by renegotiating "privatization of teacher practice" away from silos (p. 1090), which in addition to instructional leadership, is also greatly aligned with both transformational and social justice leadership. These leaders were critical negotiators with their colleagues, challenging the status quo, challenging that instruction is about discipline specific content only, and advocated for instruction that is consciously aware

of the socio-economic-political context of the community and the learner. These critical negotiators had to counter colorblind narratives and neutrality orientations that often merely hold hidden biases.

An emergent theme from these studies highlights leaders as “critical negotiators”, which speaks to Yosso’s (2005) sources of cultural capital held by communities of color; and these are aspirational, navigational, social, linguistic, familial, and resistant capital. Researchers indicate that understanding these forms of capital enable better knowledge of the assets that different members bring to learning communities. As Walker’s (2011) and Baker’s (2019) research confirmed, teachers do hold deficit ideas about African American students. Yosso (2005) and Valencia (1997, 2010) name that the strongest form of racism in our schools is deficit thinking where we measure the depravity of students who come from different races, cultures or other identities, and pathologize that difference (Yosso, 2005, p 77). Other researchers conclude that schools need to work on educators’ cultural competency and cultural responsiveness to counter low expectations of historically marginalized students (Aveling 2007; Diem and Welton, 2021). These leaders who advance teaching and learning have been reported to engage the educators they lead in professional development to this end (Park et al., 2019). The literature supports teacher learning groups, relational in nature, for personal transformation, to help educators set high expectations of students in racialized and gendered contexts (Boucher Jr. and Helfenbein, 2015; Crowley and Smith, 2020; Delpit, 2013, 2008; Hernandez et al., 2014; Jansen, 2005; McManimon and Casey, 2018, Miller, 2021; Murry-Johnson and Guerra, 2018; Sanchez-Flores, 2017; Utt, 2020).

The disparity in academic outcomes for students along racial lines is a manifestation of racism. This literature review establishes that instructional leadership is a tool to remedy this and that a study of Asian women Leaders, may further elucidate how anti-racist leadership happens in a racialized and gendered context.

Methods

This empirical study sought to add to the body of knowledge about the racialized and gendered instructional leadership experiences of Asian American women by investigating how their experiences shape the perception of their instructional leadership practice. In order to answer these research questions and better understand how Asian women educational leaders perceive their instructional leadership, I designed a qualitative research study drawing on phenomenological methods (Creswell & Plano Clark, 2017). According to Merriam and Tisdale (2016), phenomenology is about the lived experience of the participants studied and "depict the essence or basic structure of experience" (p.26). This is especially important for a study about which dominant literature and research has said very little; the lived experience of these Asian women participants becomes the text.

Site Selection

As described in more detail in Chapter 2, our group selected a particular Massachusetts district in which to situate our research that met the demographic conditions of having significant students of color in the population with some populations that are predominantly white, there are sufficient leaders of color, and the district has stated aims for equity. Importantly for this study, there is diverse leadership at the

district, building and classroom level in this district. This district has a total of 2046.5 full time equivalents of which 94.1 are Asian American; 3 of the building principals are also Asian, all of whom are represented in this study (Massachusetts Dept. of Elementary and Secondary Education, 2021). It is also notable that our selected district holds more than 10% of the state's 25.5 Asian women building principals.

Participant Selection

In order to learn from the perceptions and instructional leadership practices of Asian women leaders in this particular district, the study group received a list of possible leaders of color from the district. Asian is defined as Asian born or Asian American, from the Far East, Southeast Asia, Indian Subcontinent. For this study, all six Asian women leaders included on the list were recruited to participate. The selection criteria included that the participants would self identify as women, Asian, and worked for racial equity and justice centered goals. The resulting six participants met these criteria. Three of the participants were building principals and two were instructional leaders and 1 was a program leader. Those who were new to the district were invited to speak about their experiences of leadership prior to their work in the current district.

Data Collection

To understand the perceptions and practices of Asian women school instructional leaders, data was collected from interviews, survey data, and document review. This qualitative case study data was collected from September through December of 2021.

Interviews

Each participant was invited to a single, 60-minute interview focused on biographical information, leadership perceptions, instructional leadership, and reflections

on positionality using a semi-structured protocol (See appendix A for the interview protocols and appendix I for the consent form). The protocol was designed to draw out the participants' perceptions of their instructional leadership practices and the leaders' perceptions of their context. Aspects of leadership related to sympathetic instructional leadership connected to individual learning, attitudes and beliefs, and system level work were targeted through the interview questions. In order to check my investigator bias, I developed interview protocols that were open to interviewee stories of their lived experience as an instructional leader in its essence (Merriam and Tisdale, 2016). Each interview was audio recorded with participant consent. As Merriam and Tisdale (2016, p.64) stated, "…participants in studies of marginalized groups (by race, gender, class, sexual orientation) are often suspicious of those who are members of the dominant culture doing research on people of oppressed groups. . . The point of critical research is generally to do research with people, not on people." And so, although we had considered conducting interviews in pairs, the team determined that to make space for the authenticity of the participants and sensitivity to their racialized and gendered experiences, we decided that there is value in race congruency between the interviewers and interviewees in most cases. I did conduct some member checking at the conclusion of my third round of coding, to ask participants if they felt that increased highlight of Anti-Asian hate complicated the ways they perceived their navigation of leadership. The answers were so varied as to not yield any trends.

Survey

The District Wide Online Survey (Appendix C) was sent to over 100 potential BIPOC and White respondents, selected by the superintendent's office; they were

identified as leading in race equity work, and issued through district communication channels. The survey respondents were drawn from across the district: members of the Racial Identity Development professional development teams at each of the 15 elementary schools which include both the principal and faculty and staff; members of the teams from the 4 middle schools who focus on culturally responsive teaching and; the high school deans and department heads that are focused on our race and equity work. The survey is modified from the National Latino Leaders Principals Survey (NLLP-Appendix D); it was chosen as a validated survey that asked questions similar to what we were interested in (Hernandez et.al., 2015). We removed the original parts of the survey that were outside of our investigation, including leadership style and practice, nationality, place of birth; we added questions about the impact of the historical moments of the pandemic and the nation's racial reckoning as it related to our study. The purpose of the survey was to gather broader patterns of the ways in which race and gender impact educational leadership during the crisis moment of our nation's racial reckoning and COVID 19 and these quantitative metrics were compared against qualitative data of interviews. This data was collected from October through December of 2021. There were a total of 37 respondents and their racial and gender breakdown can be seen as follows. The totals for survey respondents for each question varied as not all respondents answered every question.

Table 3.1

Racial, Gender, Role Demographics of District Wide Survey Respondents.

Factor	Percentage of Respondents	Actual Number of Respondents

Race/Ethnicity			
	Black or African	30	6
	Latinx, Black	3.3	1
	Latinx, multiracial	3.3	1
	Biracial	3.3	1
	Asian	3.3	1
	White	67	20
Gender			
	Cis gender	10.7	3
	Male	14.3	4
	Female	75	21
Role			
	Educator	41	14
	Dept. Chair/Instructional Coach	3	1
	Building Administrator	41	14
	District Administrator	11.8	4

The qualitative data from interviews was compared against district survey data for emergent themes.

Document Review

Documents disseminated by the district to the public and documents shared by the interview participants were reviewed as knowing the context of the students' community is vital to sympathetic instructional leadership. Additionally, news articles related to the district were reviewed. These documents enabled the investigator to build non-researcher biased contextual understanding of the evidence collected.

Data Analysis

All interview data were recorded, transcribed and analyzed using Dedoose, a qualitative data analysis software program. The evidence collected from the interviews were coded using the group's anti-racist educational leadership conceptual framework as well as the sympathetic instructional leadership framework described above. Following Meriam and Tisdale's (2016) guidance, an open coding system was used to initiate discovery of themes on sympathetic instructional leadership and perceptions of leadership (Appendix H). Axial coding then further refined important category relationships. This open and axial coding was followed by selective coding from which essential code categories and or hypotheses were generated (Merriam and Tisdale, 2016, p. 229). This analysis of codes determined how the qualitative data connected to understandings of sympathetic asset based instructional practices (Liou & Liang, 2020; Sablan, 2019). The instructional leadership dimensions, functions and logics in Appendix F,G, H will help to inform the coding process.

This qualitative evidence was compared to the quantitative data from the district survey. Coding was tested for reliability by at least two other investigators who read and listened to each of the transcript. The findings provide evidence of sympathetic instructional leadership (Liou & Lang/Hallinger), which is a form of anti-racist leadership

(Welton et al). Welton's (2018) anti-racist leadership framework discussed in Chapter 1 and the sympathetic instructional leadership framework from this Chapter's literature review provided the first codes for analysis of the data.

Methodological Limitations and Positionality

The main limitation of this study is the low number of Asian women leaders included for this qualitative case study and low numbers of survey respondents. The district wide survey was administered in part to check the responses of the interview participants against the trends of the district. This study contributes to the body of work by reporting and analyzing the experiences of the school leader participants and may not be reflective of the experience of Asian women school leaders across the nation.

It is also important to note that I am an Asian woman who works as a building principal in a public charter school. Although I have spent time as an urban educator in schools where whites are a minority, I have also worked in predominantly white spaces. Throughout the interview development process and the interviews, themselves, I, as the researcher, was careful to keep the question prompts open, as to not project the my own experiences and identity onto the stories told by the participants. The interview protocols were vetted through the research team and advisors and actual interviews transcripts and recordings were also reviewed by multiple members of the team.

Findings

In the following section, I provide evidence from interviews I conducted with the six Asian women leaders in this district as well as results from a district-wide survey that examine how Asian women leaders in this district navigate their leadership roles. In addressing these questions, I found that Asian women leaders in this district did not make

distinctions between how they made sense of their instructional leadership during the current moment and how they made sense of their racialized and sexualized experiences with leadership generally. Ultimately, participants' perceptions of instructional leadership navigation were intricately tied to their racialized or gendered experiences with school and system leadership.

In this section I highlight three main themes that summarize how these Asian women leaders made sense of their experiences in this district: leading for mobilization and empowerment, leading through racism, and that instructional leadership is about adult learning. These Asian women leaders stressed the importance of mentoring and lifting others to lead by mobilizing for more colleagues from the district and for empowering them to lead in their micro circles. They recounted how they led through racist attacks on themselves. When queried about instructional leadership, all of these leaders spoke surprisingly less about curricular goals for students, and very much about adult learning and critical negotiation with colleagues. These three findings address how Asian women educational leaders perceived their navigation of leadership as informed by their racialized and gendered experiences during the past two years of strong anti-Asian hate and the crisis of the pandemic. The sections below will highlight evidence found from the interviews to support these assertions.

Leading for Mobilization and Empowerment

Asian women educational leaders of this study led for mobilization and empowerment of others also doing anti-racist work. Mobilization, as observed in the findings, can be defined as increasing the capacity of other members of the organization and thereby the numbers of actors and agents for anti-racist efforts and empowerment is about lifting formal and informal leaders into independent action as guided by the ethics, vision and mission of the leader. These leaders led not so much by making proclamations and expecting others to comply; rather, they built coalitions and community buy in, mentored new leaders who would and might eventually lead their own growing networks, and ensured that they have many voices at the table to determine right next steps to take anti-racist action as a whole community. Additionally, these Asian women leaders worked to connect members of the district not just horizontally, but vertically as well. These tools for empowerment and mobilization emphasized a form of leadership in which they lift other members of the community to also lead as described in the findings below.

Many of the educators spoke of the importance of being a part of a community of actors for anti-racism. One high school teacher leader had found allies in her school early in her career. She spoke of being recruited when she was a young teacher to join the anti-racism committee, “I think, [in] 2000, 2001… they decided to step aside and invite younger newer teachers in, I was encouraged to apply…So I just remember sitting there thinking, wow, I want to be a part of this place.” These partnerships and allies have sustained her. This is an example of when this leader’s predecessors sought to lift others into the work.

Likewise, being mentored and mentoring others was a consistent theme across all of the participants' stories. An elementary school educator leader has felt disconnected to other Asian women leaders across the district, though she is grateful for the strong mentorship within her building. She notes that the presence of another Asian leader in the building has supported her during her most challenging times.

One of the ways leaders empowered others was to connect formal and informal leaders to vertical chains of authority to match their anti-racist ideas with resources. A program leader advocated for and was given a discrete bucket of funds earmarked to support race literacy; this empowered her to meet resistance with designated financial commitments that were bounded by a purpose to raise diverse voices, “when I was buying new books, there were definitely people who did not like what I was buying.” This interviewee further stated that it was important that the funds were earmarked for books to put diverse voices in front of kids for improved literacy and not to improve the stocks of books with White voices, old and well loved by some, who had taught them for decades. This leader cited that the presence of an Asian woman building principal has been extremely important for lifting this work to support both curricular development and the use of directed funds for anti-racism. The use of books with diverse voices also mobilized further adult learning and the direction of curricular development; the interviewee spoke of supporting new curricular direction as a result of these new resources and that her work with teachers for anti-racism was directly supported by these funds.

Providing guidance and empowering others to lead was an important tool for anti-racist leadership as described by these participants. One Asian woman principal

empowered lead teachers of diverse races, to write a script that could be used for phone calls home to support Asian families during the deepest and darkest spring 2021 pandemic days, when anti-Asian hate was highlighted in the media. The script scaffolded educators who dared to make those calls. And yet, complete buy in was difficult to obtain as different folks in the community felt differentially credible and able in this effort. She removed obstacles capitulating or by allowing for opt outs – if some educators were uncomfortable making those calls, others could do so in their stead. Another Asian woman building leader said, “So it's tricky, as you know, being a person of color, which path you're going to take in a conversation. So for me, I think having teacher leaders has been critical. So having them lead the work, and meet with me and know that they are delivering that message.” A different program leader said, “And then when I think about our Dover Legacy Scholars Program…We have 91 students who identify as black and Latina…, we have a mentor for each scholar, so I help support the mentors.” These leaders either mentored others or empowered leaders of color as well as white leaders to advance anti-racism.

One high school Asian woman educator leader spoke of a zoom bombing of a Chinese language class in which racist statements were made at the students and the silence of response from building and district leadership hurt the AAPI community. One Asian woman leader said of this incident, “if it was anti-Semitic or anti-Black or something else, it would be out there.” Instead, the students who were traumatized by the event only heard that the administration blamed the instructor for not knowing how to handle zoom meetings. Advocacy by AAPI (Asian American Pacific Islander) educators moved leaders to acknowledge the racist incident and support moves to hold spaces for

students to be in conversation with each other and educators. When this zoom bombing hit the high school Mandarin class, an Asian woman educator reached out to members of the AAPI community to build opportunities for members of the AAPI community to come together and process the hurt. She also took part in advocating for leaders to recognize and allow greater supports for Asian students. In this way, these leaders for anti-racism had to ensure that their efforts were supported by those along vertical chains of command of the institution prior to mobilizing more people to the work.

According to participants anti-racist work advanced through the colleagues they mentored, and networks they nurtured. In the face of adversity, they reached out to build a network of support to amplify their voices for credibility and justification for community support. The district wide survey found that critical negotiations with colleagues is not a frequently used tool to advance anti-racist work; interestingly, only one of the 34 respondents self-identified as Asian. The district data triangulated with the interviews may imply that Asian women leaders to a greater extent work on critical negotiations with colleagues, a key element in sympathetic instructional leadership, than their counterparts also working on anti-racist education. As critical negotiators, they challenged racism, countering colorblindness and instruction that emphasizes discipline specific content and abstractions over the lived experiences of students and their connection to socio-economic-political context. However, the respondents to the survey may not have an understanding of the term "critical negotiations" to respond that they actually do so; and thus, it is possible that the use of critical negotiations with colleagues could be more prevalent than what the survey data might indicate.

Many of these actions of leading for empowerment and mobilization were connected to increasing individual learning opportunities of educators and staff and in order to do so, these Asian Women leaders grow connections with others, including raising other leaders, to advance the necessary teaching of adult learning. Leading for mobilization and empowerment by inclusion was a peaceable means to anti-racism.

Consistent with previous research, these leaders focused on task centered behaviors such as script writing, book buying, calling for support events, and helping the institution achieve desired outcomes (Canterino et. al. 2020). These efforts to mobilized and empower others helped to amplify events and actions for systemic anti-racist change as discussed by Welton (2018). It is important that these findings are consistent with previous research as they affirmed that having discrete and achievable tasks in the hands of many, driven by the same vision and mission of anti-racist education, can cumulatively affect positive change.

Leading Through Racism

All interview respondents spoke of racist incidents that they encountered in the district; if they were a supervisor, they had to lead through the racist attack on themselves and if they were a program leader, they had to lead the reconciliation themselves. The educational leaders interviewed shared their personal stories about facing racism in their professional settings and the ways in which they led through these events. Through these incidents, these leaders found themselves stepping up to heal themselves as the assailed and to heal their assailants, while also steering the community at large. While some racist incidents in this district were publicly acknowledged, the perception of their frequency varies. The majority of survey respondents observed that racial tensions are occasional,

while about a third said that they often happened; there were 2 respondents of the 37 who answered that racial tensions rarely happened. District respondents of the survey held greater concerns for academic achievement of Black/African American, English Language Learners, and Special Education students than that of Whites, Latinx, and Asian students. And yet, several participants answered that there is an invisible burden of silence that most Asian students have to bear in matters connected to race and that the mental health toll on not being able to live up to unrealistic academic stereotypes makes their experience worse.

An Asian woman building leader said, “certainly the microaggressions are there.” Another Asian program leader spoke of facing microaggressions in a large meeting with a supervisor who witnessed the incident. The supervisor privately communicated sympathies during the incident but did not intercede in the moment. As a result this Asian leader reported, “I felt completely left alone with no allies. I felt like my boss just wanted me to either shut up or to fix it. So I ended up like kind of fixing it, which I felt pretty angry about that I was put in this position to fix it.” While the supervisor set up the reconciliatory event, the person who was the target of the microaggression had to lead her own justice circle. This is an example of a leader of color leading through an event in which they were the recipient of the racist harm.

More than one of the Asian women leaders reported feeling excluded from anti-racist efforts as they were not considered people of color; they spoke of having to work through feeling like they deserved a voice but had to fight for a seat at the table. One educator leader shared, “like especially last year, right, ...feeling like, you were the pain in the ass, who keeps bringing up …AAPI people. And wondering if people are hearing

you. And that's hard." At the closure of one interview, a participant spoke to future AAPI leaders, "you should not need to apologize for taking space". So while these leaders received messages of non-inclusion, they persisted and earned a voice by leading through racism.

One school leader recounted having her competency called into question during her first month on the job; one of her direct reports accused her of earning the job only because of her brown skin. This incident caused her to prioritize being a leader and direct supervisor over finding justice for herself. Her own direct supervisor offered to mediate, but she decided that she had to act not as a victim, but as a leader in directing the outcome and issuing consequences. She stated that the consequences she set in place were less harsh than that which would have been enacted by her boss. This data suggests that the justice that these leaders worked for are not retributive– aimed to judge and brand racists (Marshall & Marsh, 2021); they are restorative or plowed into deliberate planning for a more hopeful future. There are other higher yielding actions that that this leader had to focus on to improve instruction for student outcomes, such as leading adult learning in curricular instruction.

This challenge to competency isn't isolated. Another Asian woman school building leader said, "all those little microaggressions of somebody walking by you and thinking that you're not the principal? …Sometimes it's, it's you as a woman…And very well intentioned people will do that. And how, and how often do you bring that to people's attention? You know, and sometimes it's safer to kind of start a conversation about it, to kind of help people understand that, Oh, this is something that we consciously need to kind of be thinking." And so despite being diminished by such stereotype threat,

this leader chooses to lead through that racism and sexism to help educate those who cause her harm.

The lived racialized and gendered experiences of these Asian women leaders gave them the strength needed to do the hard work of leading through racism. As one principal described, self-actualization and knowledge about one's own identity is essential for an Asian woman leader,

> …it's been helpful for me to ...weave in personal anecdotes and stories where I think for...a lot of white folks, they need to almost hear it from a person of color…. And, and I am in a place in my own journey, where I'm okay, sharing those personal anecdotes.

One principal named, "sometimes it almost doesn't matter how I identify, it's more about how others perceive me". Furthermore, experience in anti-racist work may serve to hinder and help a leader's work,

> I think both my identity and my experience as an anti racist trainer for the last 20 plus years really helps in many ways. But I also recognize that I have to balance that because I have to be mindful of the fact that I am a woman of color. And people may see me as wanting to push a personal agenda.

The respondent further explained that if a leader is seen as pushing a personal agenda, it will come across to others as though they are tools to achieve that agenda, rather than in the care of a leader who leads for all.

After some member checking in response to the question of whether the Anti-Asian hate of the last two years complicated the ways they perceived their navigation of leadership, one principal wrote back stating, "I think for me my doubters are always attributed to my gender, my immigration status and sometimes my age." While the interview respondents generally didn't parse out those experiences that were separately gendered as the recognition of the lived experiences of intersectionality, the result of this

follow up indicates that gender is an important part of this dynamic and worthy of further study.

In determining how Asian women perceive their navigation of instructional leadership, the participants stressed the importance of awareness of how others perceive them in order that they could humanize themselves and drive the work. One participant stated a sentiment that was held by several others, “I don't think I've always felt as supported as a woman of color, sharing my racialized experiences when I've experienced racism, either in the building or outside of it.” As discussed in the first finding, building professional coalitions and leaders across the network, likewise helped these leaders face racism. These findings speak to the aspect discussed by Welton et al (2018) on system level commitment to anti-racism as it connects to the retention and care of diverse faculty and staff. In the words of one building principal, “This work’s hard. It's really hard.”

In sympathetic instructional leadership, leaders have to emphasize instructional focus with high expectations, which is a heavy enough lift in any general circumstance; these leaders, who supervise race non-race congruent faculty and staff, have to do this while facing resistance from their colleagues and those that they supervise and this resistance is connected to their race. So while these leaders experience racism as a result of being Asian women, it is also the very same lived experiences of these leaders that is an asset to help them lead through racism.

Instructional Leadership is Defined as Adult Learning

While the study anticipated a focus on how instructional leaders hold high expectations for student work, the Asian women leaders of this district all spoke on the importance of adult learning. Much of the work on leading to empower and mobilize is

anchored in the anti-racist leadership practice of increasing individual learning. Doing so in conjunction with leading through racism means that the critical negotiations with colleagues for anti-racist adult learning holds the complication of dealing with personal attitudes and beliefs of both the subject matter as well as the deliverer of the subject matter. These Asian women educators reported negotiating with colleagues for the purpose of adult learning to raise expectations and outcomes for students. This section describes how these leaders work for adult learning by communicating in ways that are hearable, using data for triangulation, focusing on educator tasks such as driving for family connection, and systemic change.

All of the work reported by participants about adult learning happened during the pandemic. Despite the pandemic, the survey respondents reported a high rate of anti-racist professional development at the district and the individual level; two highest frequency named as their own learning and for maintaining or improving high expectations instruction. More district respondents chose that they rarely or never engage in critical negotiations with colleagues for equity, which is different from the Asian women interview participants, who all cited the need for such work. Fifteen respondents of the district survey found that the pandemic greatly or somewhat impinged race equity work while thirteen respondents felt that the pandemic created opportunity. Contrastingly, twenty-three respondents felt that the nation's racial reckoning opened opportunities for race equity work, while three responded that it obstructed or somewhat obstructed their work for racial equity. The district's response is aligned with the interview participants of this study, as they named that while the racial reckoning justified the work, the zoom platforms actually removed barriers to participation.

Research Gray's study also confirms that the remote platform diminished the daily in person microaggressions felt by educators and leaders of color.

Naming instructional purposes and goals, triangulated by data, remains a useful strategy. One Asian woman principal stated, "That's the first thing that I always remind teachers, but also that the reason why we're looking at this is because there are disparities and educational outcomes for students. And those disparities are racially predictable, and they fall along racial lines." Participants found it necessary to justify why this work is necessary and rather than relying on qualitative narratives from colleagues and students alone, quantitative data helped to triangulate the discourse so that educators didn't have to feel attacked and made the problem shared. Together, groups of educators would look at data and find ways to acknowledge the reality of differential student performance by race, and then to work to find strengths to face this disparity.

These leaders negotiated with colleagues to drive for the importance of family connection. The leadership interviewed sought to dig deeper for avenues to success, to reach home to families, and to know them as well as to know themselves. As one principal stated,

> And if we are providing intervention, to provide it with that, knowing the family as a whole, knowing the child as a whole, you know, when not have that, well, this family, this kid doesn't get this support, this is what you know, it's like, we only can impact what we can impact when they're in our care. And to kind of, you know, to give up on families, because oh, they're not gonna do anything at home, but we have hours with them at school. So what can we do right here at school, hopefully, changing some of that narrative and increasing the sensitivity of a family's need.

The leader emphasized the importance of getting educators to see that connection with home. This direct contact with home strengthens a child's supports rather than reducing

the child to being a product of uncaring or negligent home and then using that to justify low expectations and achievement, "… it's something so basic and simple … like pick up the phone and call."

One leader spoke to having to negotiate with an educator to change their practice to better meet the need of a student. She says, "the modern forms of racism, right? denial, blame avoidance, right? And so like, I literally just try to speak to it. Listen, you know, it sounds like you emailed a few times, and you know what, that might not be the best mode of communication for that family, pick up the phone, call them set up a zoom, if you can, if you can't, you know, like, figure that out, right?" This leader did not accept the avoidance style of communication practices of the educator, but persisted in the belief that they could do better and then followed through with holding that expectation of growth for the educator.

These Asian women leaders cited that having experiences as immigrants themselves, made them aware that there is more to the stories of students than just the perception that there isn't will from home for high expectations instruction. Interestingly, all survey respondents claim that family engagement is a moderate, minor, or not a concern at all. It is worth noting that over half the respondents of the survey self-identified as white.

These leaders also highlighted that systemic change in instructional practice is tough, as one principal provides many examples of work for systemic change that is deeply rooted in old ways of doing things,

> …we've been developing a train the trainer program, or model….And for me, as someone invested in anti racism work, I think that structural pieces are important, right? Like we're doing anti racist grading practices, we're doing multi level classes, we're re examining our curriculum. And in addition to that, I think the

> work is successful when we as staff members can do the internal work to recognize what are some of my implicit biases? What are my assumptions or stereotypes? And how can I recognize that so I can be even more mindful and deliberate in what I select to bring into the classroom? What assessments I might do? How might I evaluate my students differently?

This evidence points to the need for empowerment and mobilization in order to increase adult learning for anti-racism in classrooms. One high school program leader stated that the anti-racist work hasn't yet been brought to academic departments and even now, she hears about how students of color "[in] the first week, the teacher asked her to move down." This finding references the tracking of students that keep especially the district's black and brown students in the lowest level classes.

According to one Asian woman leader, leaders have to work with educators "to make sure children see themselves and we are approaching content with multiple lenses. And we continue to need to do that work because not everybody, not everybody's always on board." Asking teachers to work on their own racial identity, which is happening in much of the district requires vulnerability; this concept connects to Dacey's research on White racial identity development in this district. Dacey 's study quotes an educator who says "I'm the race guy. I'm that guy that white colleagues can ask their fucked up questions to because I'm not a person of color." Sometimes, the hard work is in getting color evasive colleagues to speak honestly, as "the fear of not saying the wrong thing is what holds us back from actually having the conversations." As Dacey writes, there are some key ways in which Whites resist White racial identity: they believe they already know enough, they would prefer to focus on their academic content, they would prefer to shield themselves, or name that the timing is not right. Opening these resistance attitudes and believes for growth and evolution is delicate work as another building principal

notes, “For me, it would be more so thinking about how do I support teachers and helping them build the skill to have conversation, it's about focusing on critical thought, right? And not kind of pushing...” Curbing defensiveness and creating safe spaces for curiosity and question asking is one of the ways that these school leaders carve opportunities for these critical negotiations.

One principal spoke of encouraging her educators, “you don't immediately read that oh, this person's accusing me of being racist, you instead look deeper and you think about what's the underlying concern here and you address that concern that's what I would hope for the teachers here ... know that yes, this is vulnerable work for them.” An important part of a leader’s work is to help educators get out of positions of defense and fight against the vulnerable work to one of wondering about how they can be an agent for change and growth for students.

Consistent with previous research, teacher learning groups can advance student outcomes. A part of this work is about having safe places in which to do this transformational learning (Murry-Johnson and Guerra, 2018). Furthermore, research finds that “leaders who are more oriented toward people are empathetic and better fulfill their followers’ needs, facilitating acceptance of new practices” (Canterino et al. 2020). It is significant that these findings are consistent with previous research as it supports what has been said about how adult learning can be leveraged for positive changes in our classrooms. Asian women leaders resist deficit models of education by insisting that educators know student identities and form connections to their communities (Liang & Liou, 2018; Liou & Liang, 2020).

Discussion

This study seeks to understand the perceptions of Asian women leaders on their navigation of educational leadership and the ways in which their racialized and gendered experiences inform their perceptions. The research findings suggest that Asian women educators' racialized and gendered experiences give them strength to lead through racism, informs their motivation to lead for mobilization and empowerment; and the first two findings uncovered tools that enable these leaders' capacity for instructional leadership in adult learning.

The participants of the study enact leadership practices that mobilize and empower others and in doing so amplify the efforts for anti-racist work in their school settings. These leaders lead through racism and work from the assets of their identity as Asian women to face these challenges. Finally, these leaders keep their eyes on the goal of increasing student outcomes by focusing on adult learning to remove bias and deficit thinking about students. These leaders perceive that they navigate educational leadership in collaboration with other colleagues and that the challenges of racism that they face provide them with added assets to lead for stronger student outcomes.

These findings were important because both connect to previous research and offer new directions for next steps in further research as well as implications for districts like the one studied.

Many of the reflections of the participants aimed to ensure that educators felt students were capable, which connects to Valencia (2010) and Khalifa's (2011)'s work on how educator belief in the educability of students is essential to making academic gains and closing disparity gaps. Much was said about leveling and the ways in which

traditional cohorts allowed white supremacy to persist and how gates are put in place to ensure that some students don't have access to rigorous teaching; data from a principal's voice on "doing multi-level classes" directly speaks to this. You can reference the literature review of Smith's study about the ways that tracking advantages Whites. Through voicing of principal aspirations, we hear that adult learning using professional development trainings, really must manifest changes in instruction in order for true change to occur and this is connected to the claims made by Halligner and Heck (1996) and Liang & Liou (2018) on the ways in which instructional presses and leadership make a different for student outcomes. This study also deepens our understanding of Hallinger's (2016) findings about how women leaders emphasize instructional leadership. Masewicz and Vogel's (2014) writings of leaders as "critical theorists" and Yosso's (2005) critical negotiators are found replicated in the interviews of these findings. Critical negotiations with colleagues and staff was hugely important in moving anti-racist work forward. The labor of critically negotiating to face resistance and overcome resistance is weight bearing for Asian women leaders. As the findings reported, high expectations and community engagement required community buy-in and voicing from building and district leadership to enable this work. Anti-racist work was a multi-pronged approach from all levels of the institutions.

Given the racism met by these Asian women leaders, it took work to persist in believing in the usefulness of adult learning. While the emphasis of adult learning is about reducing bias to change attitudes about the educability of our students of color, these leaders reported a need also to believe in the educability of all of their colleagues and a movement towards hope, especially when faced with racism enacted by some

colleagues; the participants spoke of microaggressions, resistance to diverse voices in book acquisitions, and denial of their racialized experiences to name a few. Marshall & Marsh, (2021) present a theory on critical forgiveness in educational leadership that connects to the assets that Asian women leaders bring to their work. Critical forgiveness is a spiritual framework that believes in acknowledging power differentials and community networks in restoring peace. The findings of this study indicate that more research is needed about the skills of critical forgiveness in helping Asian women leaders lead. There is indication that the ability to forgive quickly may liberate a leader who experiences racism from hanging on to the hurts and resentment that exacerbate the burdens of racism. Future researchers may take a deeper look at whether critical forgiveness may lead to liberation in this district or districts like this one for leaders of color.

As mentioned above, the study found a surprising finding that instructional leadership was characterized as leading adult learning. The participants in the study named that managing deficit mindsets and low expectations of students, as also described by Baker (2019), is among the most important heavy lifting of their work. It is complex to critically negotiate remedies for this, especially when it starts with raising consciousness about bias. The findings suggest that in order for Asian women leaders to lead, they must also manage and come out of deficit mindsets about who they work with. Asian women educational leaders don't lead by charging forward and expecting all others to fall in line behind. Rather, they lead by leading through others, more specifically, they lead by educating and lifting others into the common work and leadership of the common work. If an Asian woman leader operates from deficit thinking about colleagues about

their potential for anti-racist work, it will be infertile ground for collaboration, and ultimately for the students. As indicated by these Asian women leaders, their press continues through hope as a measure to bar isolation and despair. Even while those they work with exercise racist attitudes and actions towards them, they have named a faith in these colleagues' capacities for growth by persisting in the work, as exampled by the leader who would not let their educator stop at emailing but directed them to try other forms of communication. As microaggressions were reported as a normal by the study's participants, they were also brushed off at time as they can't address all of them, all of the time. They may set down fights with some, gauge when it won't bring a yield to students (letting go of finding justice for themself), in order to strengthen partnerships with others to keep working for justice for all. These leaders hold a belief in the educability of their colleagues (Valencia, 2010).

Furthermore, this study suggests that more research should investigate the strengths of practice that these Asian women leaders have as a result of leading through racism. While the data indicate that these leaders have well exercised tools of leadership related to collaborating for unity and staying in the game when there isn't alignment, we also know less about the particular supports in place for these leaders in order to persist in the work. The findings hint at specific unique strengths that develop as a result of overcoming racial adversity that is worth studying further. More generally, the findings also seem to suggest that there is need for additional research on the ways in which critical forgiveness training might be explored in leadership preparation programs and the ways in which these programs can move away from race neutral preparation to race inspired and informed. While there are studies on the role of forgiveness in early

childhood settings at the educator and educational leader level, little research has been done on critical forgiveness in secondary education and for adult learning (Haslip et al., 2019).

This district has much to be proud of about anti-racist work, as told by these Asian American women leaders and even by respondents of the survey. They have enumerated many efforts that have grown widespread support and the efforts of individual leaders have spurred on more work by others. Anti-racist leaders enjoy public support from district leaders who throw their weight behind these efforts not just through words, buy through distribution of resources. Two of the leaders who are still classroom educators spoke of how the district found resources for them to cut back on their classroom work in order to lead formal groups for Ant-racism in the district or in the building. And yet, it seems not enough. Although a greater spotlight has been found on the mental health of the AAPI community, they cite that those inequities persist and that black and brown students still show differential academic performance. The findings point to the need to look for remedies that are beyond adaptive in order to more effectively succeed in anti-racist work in schools. There is evidence in the district of efforts to challenge curriculum of students at the elementary school level as evidenced by the new book buying program and little of such efforts reported at the secondary level, which points to the potential for academic departments, and associated evaluation systems of support, to investigate anti-racist possibilities. As many of the participants named the importance of grounding learning in the knowledge of who the students are, as Du Bois (1935) had suggested through sympathetic touch and Liou and Liang (2020) through sympathetic leadership, given their emphasis on knowing student families and

communities, their reports challenge the traditional structures of high school curricular that have subjects siloed in abstract disciplines. These findings point to the need of districts like the one studied to face these traditional approaches to academic scholarship at the secondary level as a form of anti-racist interrogation. In working to subvert racism, such leaders for change, in grounding learning in the lives of students, would help make democracy in our public schools more than just rhetoric.

Different people have different powers via the assets of race and gender. Those holding formal leadership can build and rely on leaders from among educator staff to drive professional development for instruction. Different people have different needs. The teacher who said in response to kids who complain about racial hardships that "everyone has hardships" needs a different sort of professional development than the teacher who is frustratedly rallying to get the district to acknowledge that the zoom bombing of a Chinese class by white supremacists with hateful racial epithets is not the fault of the teacher's zoom control skills, but that it was a racist attack. These findings connect to Rivera-McCutcheon's (2021) anti-racist radical care framework for school leadership which includes the need to "cultivating authentic relationships and believing in students' and teachers' capacity for growth and excellence"; these speak to the need of individualized care for adult learners who are at different places of the continuum. This researcher's concept of "radical hope" provides a new conceptual framework for a future study on the assets of leaders of color.

These findings suggest that by asset of their race and gender identity, Asian Women leaders have practiced and tried powers for anti-racist work. As reported by these leaders, the form of leadership in anti-racist work employs different facets of leadership

differently. First, employing formal roles in hierarchical leadership provides important support through voicing, use of power to organize tables and write community will, and assign distribution of resources. Secondly, building coalitions may be useful for amplifying voices, lending support to vulnerability and trauma, especially when voice is initially denied. Different tools are useful for different needs. In practice, these findings indicate that the district might look at the variety of assets that different people bring and the variety of avenues that can be employed to drive for systemic change. There is a lot of community buy in and courageous voice from formal leadership as well as from informal ones, for anti-racist education, that the district can leverage to this end.

CHAPTER 4[4]

DISCUSSION AND RECOMMENDATIONS

Introduction

Despite decades of reform since the Civil Rights Era, racial disparities persist in schools. Students of color are projected to increase in our schools and leaders of color remain underrepresented. Anti-racist leadership is more important now than ever before. The purpose of this qualitative study was to explore how educational leaders engage in anti-racism in a single District in Massachusetts that is committed to anti-racist practice and how these same leaders perceived limitations or support for anti-racist initiatives. To make sense of the perspectives of leaders in this District at a time when their current professional context has been defined by a global pandemic, we sought to answer the following two research questions:

RQ1 In what ways, if at all, do educational leaders enact anti-racist leadership practices in response to the COVID-19 pandemic and this moment of racial reckoning?

RQ2 What are leaders' perceptions of the limitations or supports for anti-racist leadership practice as they navigate leadership during the COVID-19 pandemic and this moment of racial reckoning?

Across our five studies, we found evidence of anti-racist leadership practices, ranging from policy and practice changes to individual actions and initiatives, some of which responded to racist incidents during the pandemic. Across all five studies, participants spoke about their efforts to engage teachers, parents, and students to better

[4] This chapter was jointly written by the authors listed and reflects the team approach of this project. Stephen Dacey, Laniesha Gray, Cicy Po, Thomas Smith, Ana Tavares.

support anti-racist initiatives aimed at dismantling structural racism within their school communities. In Dacey, Gray, Po, and Smith's studies, findings showed extensive professional development initiatives dedicated to anti-racism, including racial identity development in the District; all studies found benefits to the formation of staff affinity groups, as well as time provided within the school day to meet in these affinity groups. In Tavares and Po's studies, participants shared about opportunities initiated by individuals to help the District advance anti-racist work and about the ways that they and others advocated with those in formal decision-making roles. In Tavares's study, participants' responses illuminated the commitment needed from all educators at all levels across the District to effectively lead in order to enact anti-racist practices. In Po and Smith's studies, participants identified the intentional changes to policies and practices aimed at dismantling structural racism in their schools, such as more equitable grading policies, multi-level classes, a less Eurocentric curriculum, eliminating weighted grade point average calculations, and prioritizing the hiring of diverse faculty and staff.

As can be seen from these and other examples we presented in our individual dissertations, school and system leaders in this District could, in fact, point to significant anti-racist leadership work happening across the District and perceived that this work was consistent with the District's anti-racist goals. Our findings suggest that outside of district-wide or school-sanctioned anti-racist initiatives, the District was also supportive of individual school leaders attempting to implement anti-racist initiatives that support racial equity and justice. As shown in more detail in Dacey's dissertation, some participants' perceptions of support included having a presumed license from the central office to promote their own racial equity initiatives; there was a sense that no approval

was needed from the District hierarchy for launching initiatives such as book clubs or human rights councils. Other participants, as found in Tavares and Po's study, did advocate for funds to run racial equity programs or were given class responsibility reductions to do building-level or District-level anti-racist work. Still, other participants felt support through the creation of affinity groups and in the efforts made to hire more diverse candidates. Therefore, the fact that the District intentionally supported the work of individual leaders who sought to accomplish anti-racist practices suggests that formal and informal leadership could be leveraged in this district to advance systemic anti-racism. This is consistent with research on change in organizations requiring work from all levels of an institution, and that individuals are dynamic agents (Bonilla & Lebrón, 2019; Ladson-Billings, 2021).

However, in looking across all five studies, a consistent finding was that school and system leaders perceived several limitations in the pursuit of anti-racist leadership practice. According to the District survey and as described in more detail in Gray, Tavares, and Po's dissertations, while it was generally felt that this moment in history has opened up opportunities for anti-racist work through heightened media attention to racism, district leaders also expressed that the pandemic hindered the advancement of the work across the District.

Similarly, our findings also identified several other limitations to the enactment of anti-racist leadership practices. One such limitation is the noted lack of Black Indigenous people of color (BIPOC) voices in leadership roles supporting anti-racist initiatives. As described in Tavares's dissertation, the six Latinx educators in the study noted that there was little to no representation beyond themselves at their school and specifically, no

Latinx principals. In addition, Dacey found opportunities for staff to engage in White racial identity development relied on informal conversation and discussion amongst White colleagues; there was a noted lack of formal opportunities designed specifically for White racial identity development, likely being obstructed by various forms of resistance exhibited by White educators in the District. Po and Tavares's dissertations found BIPOC leaders reported isolation and little support when confronting daily or peak incidents of racism themselves. The work of some BIPOC leaders in the District felt unrecognized as found in Tavares's study. Across both Po and Tavares's studies, participants reported that only a small fraction of the work is acknowledged through formal structures and despite the Districts' vocal support of anti-racist work, there is fatigue among those in the trenches. Finally, the ability to enact anti-racist leadership practices was limited by the lack of mandates from leadership to require staff to engage in anti-racist practices such as racial identity development work and equitable grading practices. So while anti-racist practices existed, we also found that the opportunities for anti-racist work were limited by the lack of BIPOC voices, lack of formal structures for White racial identity development, and resistance to systemic changes. Navigating these constraints is critical to creating anti-racist change.

Ultimately, in looking across and making sense of these findings, there is some evidence to suggest that leaders working to advance the work of anti-racist leadership in this District are often forced into navigating a set of fundamental tensions in the District. One tension is illustrated by the District's desire for systemic change and the need for authentic engagement at the individual and interpersonal levels. Although there were significant small group efforts to dismantle structural racism, systemic anti-racist change

was not institutionalized. According to participants, universal buy-in from constituents did not develop, and as a result, there was a disconnect between policy and practice. Secondly, leaders of color developed greater leadership capacity as a result of the racialized challenges that they face, but remained challenged by the consistent experience of racism they endured.

In the remaining sections of this chapter, we will provide more detail about each of these fundamental tensions, including how our findings led us to make sense of these tensions in the District, as well as the implications for research, practice, and policy that we have noted as a result of these tensions. Our goal in the remainder of this dissertation is, in taking stock of how educational leaders enacted and perceived anti-racist leadership practices in their roles within this District, to consider the significance of findings as it points to new directions in institutional change and care of human resources to deepen understanding of anti-racist educational leadership. Throughout these remaining sections, we have included implications that District and school-level leaders within and outside the District may consider when attempting to pursue anti-racist practice, as well as suggestions for areas of future research grounded in our findings and conclusions.

The Tension Between Small Group Effort and Systemic Change

Findings from our studies demonstrate that there is significant tension between school leaders' desire to create systemic anti-racist change and the need for authentic engagement at the small group or individual level. As seen in Dacey's and Smith's studies, school leaders did not mandate specific anti-racist practices, such as more equitable grading practices and multi-level classes, for fear of resistance and teacher burnout. The lack of mandates not only resulted in inconsistent implementation of anti-

racist practices but also allowed teachers to resist or avoid engaging in anti-racist work and placed disproportionate burdens on teachers who were dedicated to the advancement of anti-racism in their school. The lack of mandates also created gaps in the District's anti-racist programming.

As seen in Tavares' and Po's studies, there was significant anti-racist work done by individuals and small groups in this District who had been given permission from District leaders to experiment with anti-racism in their respective roles. For example, Tavares spoke to one educator who addressed the lack of BIPOC representation in the texts given to students with supervisors which led to purchasing materials they could share with their students so that they could read text that was representative of who they are. Similarly, Po's research revealed several effective small group anti-racist efforts. For example, one of the most consistent themes across all of the participants' stories was the important role of mentorship. One elementary educator leader was grateful for the strong mentorship within her building and noted that the presence of another Asian leader had supported her during her most challenging times. This same leader took the initiative to secure funds to support race literacy, which allowed her to purchase books with diverse voices to put in front of kids. Another example included lead teachers writing a script that could be used for phone calls home to support Asian families during some of the most trying days of the spring of 2021.

In addition, Smith's study found that school leaders in the District feared that mandates for anti-racist work would lead to disengagement among the mostly White faculty. As a result, many of the anti-racist changes were not universally implemented. For example, a department chair felt that school leaders would lose buy-in and

engagement if they tried to mandate specific grading practices. According to Dacey, another participant shared that White faculty were not ready to engage in mandatory professional development around White racial identity.

Across the five studies, we also found that teacher fatigue and burnout were also major constraints on school leaders' ability to mandate anti-racist practices. For example, one vice principal shared that one of their biggest challenges is to push forward with anti-racist work without burning everyone out. Another school leader lamented that the current school year might be even more challenging than last year, which was in the middle of the pandemic. Ultimately, both White and BIPOC school leaders were unable or unwilling to ask teachers to do anti-racist work in addition to what they were already doing with several other programmatic changes already underway.

Smith found that, without mandates, there was a fear amongst the participants that individual anti-racism would be counterproductive. According to participants, this inconsistent implementation led to disparate experiences for the students, whereby some teachers employed anti-racist practices while others did not. As reported by Smith, because of an inability to hold teachers accountable, some teachers prioritized being passionate teachers of their content over instructional ownership of engagement of students and the belief in their educability. This differential prioritization overburdened teachers who do prioritize anti-racist education with having to be the pioneers for advancing how to make high rigor accessible to heterogeneous groups of students.

Dacey and Smith's dissertations demonstrate that school leaders experienced resistance from teachers that came in the form of not having enough time to focus on anti-racism, as well as fear of losing autonomy. When a school leader was planning

professional development for faculty, she had to change the plan at the last minute to give faculty time to adjust to a new school schedule. Anti-racist work was put on hold to give teachers time for other new initiatives. Another participant relayed a response from one of her teachers who said they would retire if they were forced to teach multi-level classes. This resistance highlights the dilemma faced by school leaders as they tried to create systemic anti-racist change in their schools.

Other forms of resistance emerged as avoidance or shielding. For example, Dacey found that some White staff identify with a marginalized group that is not necessarily based on race or ethnicity, thereby masking their Whiteness. One participant stated that White faculty will often bring up other forms of their identity to avoid talking about race. As a result of feeling overlooked, these faculty did not fully engage in the racial identity work. These findings illustrate the fundamental tension felt by school leaders in how to enact systemic anti-racist change without making mandates that teachers might avoid or actively resist.

Implications for Research

Findings from this study are consistent with prior research that describes the obstacles that educational leaders must negotiate in making systemic anti-racist change. First, as stated in Chapter 1, research has shown that most practitioners are too "bogged down with individual commitment" to make anti-racist change systemic and often "neglect the larger institution" (Welton et al., 2018, p. 6). Although individual anti-racist work is critically important, research shows that there must be a systemic level commitment, to ensure that the entire school community is working towards creating an anti-racist environment (Welton et al., 2018); the findings of this study suggest that one

systemic level commitment can manifest as ways to hold individuals accountable. Participants across all five studies shared their perception that the District has not quite done enough at the organizational level to make substantial and long-lasting anti-racist change. Our study provides further evidence that even in a District that is publicly committed to anti-racism, making systemic anti-racist change is incredibly difficult.

Second, research has shown that "for change to occur system-wide, institutions need to address change at multiple levels of scale, especially the individual, interpersonal, and organizational levels" (Welton et al, 2015, p. 10). The findings from our study indicate that this District has made extensive changes with its anti-racist work at the individual and interpersonal levels, even if some of the results have been mixed. It is at the organizational level where this District has not yet made third-order changes that will have system-wide impacts. For example, one change that has been described by Oakes et al. (2005) as a necessary organizational change is the deleveling of classes. While this District has done significant work in creating multi-level classes, it has yet to de-level its curriculum. Our study suggests more research is needed about what kinds of system wide changes are likely to be successfully adapted and what change is more likely or more sustainable when approached at school levels and then replicated.

Third, research has also shown that school leaders must navigate the resistance from teachers that inevitably arises when attempting anti-racist work. The resistance found in this study most often came in the form of White educators thinking they are experts, White educators' desire to focus on content, White educators shielding themselves, and White educators believing that the timing is not ideal for anti-racist work. According to participants, this resistance caused educational leaders to change their

approach to the enactment of anti-racist leadership. For example, omitting Whiteness from the racial identity professional development workshops for faculty was a capitulation made by school leaders to encourage buy-in from White faculty. This is consistent with the research of Solomon (2002), Swanson & Welton (2019), and Theoharis & Haddix (2011), who found that school leaders are often forced to compromise anti-racist principles to overcome the resistance from White faculty. Therefore, our findings suggest that future research should ask questions like: what happens when anti-racist leadership does not compromise and includes White racial identity development in the professional development plan?

Last, research on schools engaging in strategic anti-racist improvement has largely found that, despite good intentions, efforts to dismantle systemic racism rarely lead to fundamental anti-racist change (Castagno, 2014; Lewis & Diamond, 2015; Welton et al., 2015). Findings from our study confirm that there are often unintended consequences of supposed "common sense" policies and practices that could be one reason that fundamental anti-racist change fails to develop. For example, the inconsistent implementation of anti-racist practices was an unintended consequence of school leaders' policies allowing teachers the freedom to experiment with anti-racist work. To this end, they could ask questions about how school leaders should examine the outcomes of well-intentioned policies they put in place in order to advance the anti-racist work in their school.

Implications for Practice and Policy

Our findings suggest several implications for practice that this District, or a District like it, could consider reaching its goal of creating systemic anti-racist change.

These implications include how to capitalize on the small group efforts being made in the District, consideration of mandates for anti-racist practices, how to navigate the resistance and avoidance that arises from teachers, and an examination of the relationship between policy design and policy outcomes.

The findings suggest that school leaders consider how individual initiatives for District goals can spread through collaboration across the institution. The literacy specialist gaining budgetary authority over selecting books by authors of diverse voices is a good example of a building practice that could be implemented across the District. Attention to diverse voices in the purchasing of books is the sort of anti-racist initiative that needs to become a District-wide practice, and it can't wait for a motivated volunteer to write a grant to make this change across the District. Likewise, an English teacher was able to bring a network of tens of thousands to do a book study and to bring the author to the District's virtual campus; however, this massive one-time effort was not mandated across the District as a practice to advance anti-racist education.

Although most, if not all, participants in our study strongly believed in the anti-racist work being done in the District, they also acknowledged the resistance they encountered from faculty and staff in the implementation of anti-racist policies and practices. This resistance contributed to the disconnect between the purpose and design of school policy and the experiences of people of color in the District. Therefore, the District could continue to develop an understanding of anti-racist practice for all members of the organization. This may include mandates for the implementation of certain anti-racist practices so that faculty and staff will less likely be able to avoid addressing the structural racism that exists in their school community. In addition,

consider mandatory professional development for all faculty and staff on topics such as White racial identity development and culturally responsive teaching.

Our findings suggest that District leaders focus on the analysis of policies and outcomes so that they could "carefully diagnose the causes of specific outcomes in their schools and engage in purposeful design and redesign of organizational routines to facilitate different outcomes" (Lewis & Diamond, 2015, p. 176). As part of this process, school and District leaders could consider the effective collection of evidence documenting disparate experiences and outcomes, disaggregated by race. As part of this evidence collection, how schools engage with BIPOC students, families, faculty, and staff in the creation of feedback loops for the design and redesign of policies and practices may provide additional data to further the anit-racist work at the systemic level.

The District should feel encouraged because research asserts that race and equity need to be a part of our daily lives in order for anti-racist practices to be effective (Theoharis & Haddix, 2011). Therefore, our studies suggest that even in a White, affluent, anti-racist District, anti-racism is not a checkbox, but an ongoing, never-ending process. Therefore, educational leaders should find hope in the many small group anti-racist efforts demonstrated throughout the studies and consider ways to operationalize these small group efforts in order to make them systemic. The most significant message for educational leaders and policy makers in the District is to keep going.

The Tension Between BIPOC Leaders Leading through Racism and as a Result, Gaining Increased Capacities

Educational leaders of color share experiences of racism working in public school systems. Many BIPOC leaders develop a greater capacity to lead as a result of

their racist experience. BIPOC leaders mitigate the experience of racism for students and colleagues while mitigating it for themselves; furthermore, these BIPOC leaders are leading within systems that perpetuate racism. The different challenges include working through micro and macro aggressions, doubts by others of their competency, cultural isolation, stereotyping, and pigeonholing as the people who should solve racism in schools, to name a few impacting their leadership path. The data from interviews of the District's BIPOC educational leaders indicate leadership strengths developed directly from their experience of leading in predominantly White spaces. Through these challenges, BIPOC leaders have developed capacities from their positionality as influential to their leadership practice. These capacities include the use of cultural intuition to connect with communities of color; the use of navigational capital and critically negotiating with colleagues; the use of social capital and growing alliances and networks; and lastly, to persist in anti-racist work.

BIPOC leaders named their cultural intuition and their proximity to marginalization as assets that directly inform how they navigate predominantly White spaces and to support students (Delgado Bernal, 2016; Yosso & Burciaga, 2016; Covarrubias et al., 2018). Respondents in Tavares's study spoke about connecting with students, families, and colleagues using the Spanish language, as shared in the interviews, "where I could just, you know, feel like I'm in a community that feels like family" thereby connecting through their linguistic capital (Yosso, 2005). Findings indicated that Black students of the Black Leadership Advisory Council had initially chosen a White educator to be their facilitator and later, they discovered that they couldn't be their true selves. Asian students who faced overt racist attacks found themselves reaching out to

Asian educators and leaders for mentorship on advocacy and affinity group care. As our survey findings indicated and supported by Gray's findings, educational leaders leverage their racial identity to better connect with students and colleagues.

Participants in Gray's study spoke about the creation of affinity groups as forms of social capital. The work of growing alliances and building BIPOC networks created communities amongst educational leaders in the District that were unrealized before the pandemic. These affinity groups and alliances helped to mitigate the effects of cultural isolation that affected communities of color. Asian leaders in Po's study spoke of growing leaders who can also lead others and grow alliances to gain credibility for acknowledgment. Most of the Latinx leaders in Tavares's study, who are small in number across the District, spoke of their knowledge of the equity work of other Latinx leaders in the District.

Critical negotiations with colleagues to counter racial inequity involve the use of navigational capital. BIPOC leaders have to navigate the social systems that do not favor their race, ethnicity, or culture. In Tavares's and Po's studies, participants shared the ways in which they critically negotiate with educators to not pathologize students; one way they did this was to drive educators to communicate with and learn from families to humanize students and to connect with the students beyond the school setting as an asset to help students succeed.

In Gray's, Po's, and Tavares's studies, the skill of maintaining hope and persistence is paramount to moving past moments of harm and conflict to "agency and action" (Marshall and Marsh, 2021). Some participants spoke of needing to find ways to

continue to work with racist colleagues and to negotiate for anti-racist student outcomes with those same colleagues.

Implications for Research

Often, leaders of color are leading anti-racist work in majority White spaces where they may experience microaggressions and witness the racialized violence enacted against the Black community and anti-Asian hate in the media (Yancey-Bragg, 2021, Stop AAPI Hate, 2021; Donaghue, 2021). The acknowledgment of these BIPOC leaders' assets is supported by a growing body of literature on how educational leaders of color use their cultural knowledge and experiences in the field (Méndez-Morse & Mártinez, 2021). Yosso (2005) details the "array of cultural knowledge, skills, abilities, and contacts possessed by socially marginalized groups that often go unrecognized and unacknowledged" which directly supports the findings across the individual studies (Yosso, 2005, p. 69). Therefore, our findings suggest that future research should investigate the importance of alliances and the importance of building networks that have racial congruence with other BIPOC colleagues.

The literature on leaders of color robustly affirms that these leaders matter in the advancement of racial equity in schools (McMahon, 2007; Khalifa, 2011; Reed, 2012). However, the foci of these studies often cite the difficulties they face through isolation and the ways in which they give in to despair by not staying in their positions (Agosto et al., 2013; Viano & Hunter, 2017). This study calls on future researchers to further investigate the strengths and critical assets of leaders of color who have persisted in their roles, especially given all the ways they matter for racial equity in schools and for the academic outcomes of students of color in particular (Kholi, et al., 2015; Kholi, et al.,

2019). We ask researchers to take a deeper look at the assets of leaders of color, uncovered across the studies of Gray, Po, and Tavares, thereby adding to the growing literature on building race-consciousness among educational leaders (Diem & Welton, 2021). Our study implies that more research is needed in the strengths of BIPOC leaders, including that of cultural intuition, the use of navigational capital, and critically negotiating with colleagues, the use of social capital and growing alliances and networks, and to persist in anti-racist work.

Leaders of color have to lead through racism, work through the perceived or expected forgiveness of racist events while maintaining the belief in the educability of these colleagues who transmit transgressions for anti-racist work in schools (Mukkamala & Syuemoto, 2018, Valencia, 2010). This very skill is also what culturally relevant pedagogy focuses on in maintaining the belief in the educability of our students, especially those who have been pathologized by racism to explain performance differentials. This study suggests that further research could elucidate how the lived experiences of leaders of color are connected to professional development for both leaders of color and all educators in the work for racial equity (Hernandez et. al., 2014; Milligan and Howley, 2015; Toure and Dorsey, 2018).

Implications for Practice and Policy

Given that BIPOC leaders share experiences of racism and that many BIPOC leaders develop a greater capacity to lead as a result of their racist experience, this tension implies for the District a need to look first at the assets of leaders of color and learn from them, and, secondly, to move the burden to be borne across the District for anti-racist work.

The skills and knowledge that leaders of color acquire because of the challenges that they face are important to formally develop across the District. As one White educator had named, there are certain skills that White educators may likely need to cede to leaders of color, as students of color in a racist climate may prefer mentorship and guidance of leaders of color, especially when facing racist experiences. However, the skills of allyship, belief in the educability of all colleagues, and the persistence to work through and resist racist incidents are skills that all members of the District can aspire to.

Because the majority of the people working in this District are White, the onus of responsibility for anti-racism must fall on White educators, not on the minority BIPOC. One implication is that districts such as the one studied may choose to seek a unified professional development approach for this work, most importantly on White racial identity development. Districts such as the one studied, which enjoys both motivated educators and leaders as well as community support for equity work, are in a position to nationally lead this work.

Conclusion

The District has made a strong public commitment and aspires to advancing anti-racist work. As evidenced by its public statements for racial equity, the District's anti-racist intent has been animated by the work of the educators and leaders. The findings address the ways in which educational leaders enact anti-racist practices and their perceptions of the limitation or supports for anti-racist leadership during the COVID 19 pandemic and during this moment of racial reckoning.

Currently, our studies found commitments by District leadership and across educational leaders that directly supports anti-racist practices. Efforts within individual

schools and led by members of those school communities is evident, as detailed across our findings including a collective acknowledgment of racism heightened by the current national attention. Once again, across the five individual studies, overall understanding of the efforts laid out by the District to address anti-racist work was demonstrated by the common language or nomenclature used by the members of the organization, gained through common professional development.

Given what we've found, antiracist change can happen when the work is shared between BIPOC and Whites, when coalitions are built, and when there is resolve to direct strategic decision making with an anti-racist lens. Our findings suggest that when a district acknowledges the existence of racism, it is positioned to make a commitment to anti-racist work. Research participants shared that the District's public commitment emboldened small group efforts that courageously enabled discourse. Our findings showed that when resources are given to innovative efforts, affinity groups can be supported, and new curriculum writing can be mobilized. Identification of resistance against anti-racist efforts allows that resistance to be countered. Small groups within the district have begun to address racism and propose anti-racist practices to help mitigate the impact of structural racism.

As identified by Welton, et al. (2018), educators committed to anti-racism must work to shift attitudes and beliefs as they relate to race and racism. As shared by study participants across our studies, some of the ways the District has worked to demonstrate its commitment to becoming conscious of racism has been through engaging in professional development related to racial identity in some schools, the creation of affinity groups to support BIPOC educators and responding to racist incidents in its

school communities. Study findings suggest that next steps for similar Districts committed to this work are to make a system-level commitment to this work by ensuring that White racial identity development takes place across all schools.

We assert that a predominantly White public school district can pursue anti-racist change and we highlight that White adults have a responsibility for this work. Our study's participants identified resistance to anti-racist efforts that were subsequently met with capitulation by school leaders. Out of Welton et al.'s framework for anti-racism, attitudes and beliefs rose as the predominant source of resistance that our study participants met. These attitudes and beliefs are embedded in the culture. Efforts to change that culture include increasing the numbers of individuals and small groups working for anti-racism, developing professional development to teach new culture, and finally, through the focused work of affinity groups and coordinated leadership groups for anti-racist change such as the human rights council, innovations of new micro-community cultures have the capacity to interact with others. However, there were times when leaders prioritized getting the work done over mandating that all take part in the work.

We recognize that these leaders, in pursuing anti-racist change, made capitulations that then upheld the status quo. At times they made these capitulations for self-preservation, or to contain resistance to allow the work of others to move forward. We as researchers and practitioners are also enculturated by endemic racism, and we recognize that some of the actions of leaders to pursue anti-racism may uphold racism; we can be anti-racist while having racist ideology. For most efforts to move forward, leaders reported having to face white interest convergence. And thus, a question that this

study inspires is to ask what tools leaders can employ other than the racist ones we have been taught to lead with. We acknowledge the importance of a multitiered approach by supporting both the small group efforts and a system-wide approach to anti-racist leadership practice. The district's context matters, one approach is insufficient to address the complexity of racism; there is no one effort that provides a solution to endemic racism. We persist in anti-racist work.

This is a well-resourced District that has chosen to invest in human resources, professional development time, and instructional materials for anti-racist work. New roles and committees have been instituted, there are BIPOC leaders at the building level and in the District, and individual initiatives asking for support for instructional materials for race literacy have been supported. Additionally, the District demonstrates its commitment by choosing to welcome this research team to investigate anti-racism in its schools during an historically difficult time - during the COVID-19 pandemic. While interview participants shared the low representation of Latinx leaders in the District, DESE data shows this District holds 10% of the state's Asian building leaders. Many of the participants of color also named that the District's support for their anti-racist work is felt when they come up against resistance from the community.

Data suggests that the tensions can be addressed by considering the cultural competency of all administrators who are in supervisory and evaluative roles. Districts like this might clarify what standard it is using to evaluate their staff for cultural competency. Similarly, it could be helpful if the anti-racist leadership personnel had evaluative power over the department heads, so there could be a mechanism to support

the continued development of department heads in culturally competency, thereby allowing department heads to hold educators accountable for anti-racist work.

As this study finds that race matters and that different leadership, as informed by racialized experiences, has different assets, future research should investigate for deeper understanding of partnerships between Whites and BIPOC leaders. Additionally, Districts like these can investigate the particular assets that leaders of color bring to the work. The development of anti-racist practices and the learning and teaching of this intellectual work must permeate all levels of the District and become the responsibility of all members of the organization.

For Districts like the one used in this study, those that are predominantly White, have relative affluence, and positive will towards anti-racist work, this study offers some implications for District practice. The data collected suggest that districts may want to find ways to measure the impact of policy and protocol mandates on the intended outcomes in order to interrogate how the District's intentions are being lived out. Another area for districts to consider is how they may use both the role and power of policy setting and the energy of grassroots initiatives to drive for systemic change. Finally, based on the narratives of leaders of color who lead for anti-racism in this District, similar districts ought to consider different leadership support and preparation for leaders of color, especially in predominantly White spaces: that they need different support compared to White leaders. These leaders of color offer different capacities that the District can learn from.

Researcher Reflections

In conclusion, there was a great deal of individual learning that took place throughout this process. Collectively, we learned that there is an incredible amount of emotional learning that accompanies the academic learning and scholarship about race and racism. As a result of this study, we have a greater belief in our collective capacity to learn and grow towards anti-racism. Because racism is endemic, anti-racist work requires vigilance to dismantle it. As researcher-practitioners leading culturally responsive practice and confronting racism, it is imperative to invest in our own learning and unlearning while supporting colleagues at all levels of the organizations we lead to do the same. As individuals, we must be accountable while holding others accountable. We recognize that our learning communities are at different places along the continuum of anti-racist work. We were impressed by all of the anti-racist efforts in the district we conducted our research in. For example, individual efforts, small group efforts, school building efforts, and district efforts were evident. We held the stories of the leaders in this district, some of whom shared deeply painful experiences of racism, as a critical acknowledgment of the systemic nature of this problem. Many of our research participants shared that despite all this very hard work, there is more to be done in pursuit of anti-racism. And yet, we come out of this research learning that all of the hard work counts and we must persist; there is power in community and proximity. Action is necessary to be a living embodiment of anti-racism.

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Appendix A

Interview Protocols

Investigator: Dacey

Opening reminders

- This interview is voluntary; you may ask to end the interview at any time.
- All interview questions are optional.
- This interview was recorded. You may request for us to turn off the recording device at any time.
- We are here to listen and to learn; not to judge.
- We will take measures to ensure that all interview responses remain confidential. In addition, we will use pseudonyms in our dissertation to protect the identities of the respondents and the district.

Introduction: Tell us about your role. What are your primary responsibilities in this role? How long have you been in this role? In the district/school? What attracted you to this position? What motivates you to do this work?

System-Level Commitment

1.) This research focuses on educational leaders enacting anti-racist leadership practices. How does your school community engage in discussions about race or racial equity? What sorts of spaces exist for these discussions?

2.) How would you characterize these discussions?

3.) In your role as a school leader, what actions do you take to communicate concepts of racial equity to your staff, faculty, students, families, and community?

4.) One anti-racist practice we are studying is the development of one's positive racial identity; how people understand themselves and others. What types of ongoing, embedded professional development do you provide to support faculty in developing their racial identity?

5.) What are your impressions of the effectiveness of this racial identity work?

6.) Is there any professional development designed specifically to help White faculty to develop their White racial identity (Whiteness, White privilege, White supremacy, anti-racism)? If yes, please elaborate.

7.) What are your impressions of the effectiveness of this White racial identity work?

Attitudes and Beliefs

8.) How, if at all, has this racial identity work been impacted by the COVID-19 pandemic?

9.) Can you tell me a story about when this White racial identity development worked?

10.) Can you tell me a story about when this White racial identity development did not work?

11.) I'm curious about your own personal racial identity. In what ways, if any, have school leaders helped support you in developing your racial identity?

12.) How, if at all, have you been impacted personally and professionally by the COVID-19 pandemic?

13.) Do you have opportunities to reflect on how you might speak about race on behalf of those
who might not be present in the conversation both inside and outside of school?

14.) Given your efforts towards achieving racial equity, what risks do you perceive to be involved in your work with your White and non-White colleagues?

15.) What systems of support would you need to build in order to counter resistance and pushback from White faculty or colleagues?

16.) What types of support from the district would help you accomplish this?

17.) Do you feel that the district supports your racial equity work? Please elaborate.

Closing Thoughts: Thank you very much for your time and insights.

Investigator: Gray

1. This research focuses on Black educational leaders and what sustains them to stay in the field of education. What attracted you to your current role? What motivates you to do this work?

2. How does your school community engage in discussions about race or racial equity? What sorts of spaces exist for these discussions? Is anti-racist practices a priority for your institution? If so, provide examples.

3. Describe your background and identity. What is the context in which you grew up? How, if at all, does your positionality influence your practice?

4. Do you experience any resistance and pushback from white faculty or colleagues as a result of your identity or racial equity work?

5. Please describe how you have been impacted personally and professionally, if at all, by the current pandemic.

6. What systems of support (both formal and informal) exist for you in your current school/role? Outside of your school/role?

7. Why did you decide to become an educator? What was your pathway to leadership? Can you tell me about the barriers or challenges that you faced in your career? How have these influenced your leadership?

8. What advice do you have for other Black educators who would like to advance to leadership?

Investigator: Po

Opening Statement

- *This interview is strictly voluntary. At any time, you may ask to conclude the interview.*
- *All interview questions are optional. Please feel free to not answer a question.*
- *All interview responses will be confidential. Although we plan to share our findings with our district, we will take measures to maintain your confidentiality and use pseudonyms to protect participants' identities.*
- *We are here to listen and learn from you and your experiences. Our position is to examine, not judge, to learn from your expertise.*
- *We plan to record this interview. At any time, you may request for us to turn off the transcription device.*
- *Here is a consent form.*

Part I. Biographical Information

1. What about your life experiences inspired your interest in school leadership? Or How did you choose to become a school leader?

Part II. Leadership Perceptions

2. What makes you a successful leader? What are your levers as a school leader? Perceptions of yourself as an authentic leader at your institution?
3. What do you see as the current needs of your school community: students, families, faculty & staff?

Part III. Reflections on Asian American women in school leadership

4. How do issues of race and gender come up for you as a school leader?
5. What are some challenges and successes that you have faced as a school leader?
6. Describe the equity issues that matter most to you as a school leader.
7. How do you prioritize your decision making? Does crisis, like COVID 19, impact your priority setting?

Part IV. Instructional Leadership

8. In what ways do you lead for teaching and learning?
9. What are your highest priorities for student performance? For your educators? How are you working on them?
10. What are the negotiations that you must navigate with your faculty and staff?

Part V. Closing

11. What advice do you have for other Asian American women who would like to advance to leadership?

Is there anything I haven't asked you that you would like to share with me?
Do you have any questions for me?

Investigator: Smith

Opening reminder:

- This interview is voluntary; you may ask to end the interview at any time.
- All interview questions are optional.
- This interview was recorded. You may request for us to turn off the recording device at any time.
- We are here to listen and to learn; not to judge.
- We will take measures to ensure that all interview responses remain confidential. In addition, we will use pseudonyms in our dissertation to protect the identities of the respondents and the district.

As part of my dissertation, I am interested in how school leaders perceive the emergence of anti-racism in predominantly White spaces, specifically within the context of the last two years. We have the global pandemic we are still navigating and the recent racial reckoning that has entered our learning spaces. I want to hear about what you see happening regarding anti-racism in a mostly White school.

Introduction: Tell us about your role. What are your primary responsibilities in this role? How long have you been in this role? In the district/school?

1. Talk to me a little bit about your experience at your school over the past two years, especially regarding the racial reckoning and global pandemic. How did you and/or your school respond, it at all?

Attitudes and Beliefs

2. Have you implemented or have your teachers experienced professional development around anti-racism, critical consciousness, or culturally responsive pedagogy?
    a. Can you describe this professional development?
        i. How was it received?
        ii. Was there any resistance? How do you respond to faculty who do not engage in this type of professional development?
3. Have you experienced any resistance or pushback from parents regarding anti-racist work?
    a. Describe an example of resistance…
4. Do you know what your faculty, staff, students, and parents think about anti-racism and how it is implemented in your school?
5. What are some of the obstacles you might face in getting teachers and parents on board with anti-racist work?

Policies and Practices

6. How would you describe your teachers' ability to teach with anti-racist approach?
7. How is anti-racist pedagogy or course content received by the students?
8. Tell me about a time where anti-racist work was successful or effective.
9. With a mostly White community, how do you help teachers and students recognize the importance of anti-racism?
10. How is the curriculum reviewed in your school? Where there any changes to the curriculum over the past few years, in light of what has been going on in the world?

System-Level Commitment

11. Can you talk a little bit about the structure of your school, especially in terms of leadership and decision-making?
    a. How are personnel decisions made?
        i. Is there a diversity, equity, and inclusion director?
            1. If not, are there personnel who do this type of work?

2. In what ways are they involved in personnel decisions or the induction/onboarding/formation process for new employees?

12. How would you describe the culture of your staff?
    a. What is the quality of interpersonal relationships between and among teachers and staff?
    b. Are there opportunities for teachers to collaborate and share best practices?
13. How would you describe the culture of your student body?
    a. Are students tracked into academic hierarchies?
    b. What is the degree of competition and social comparison between students?
    c. Do students have the ability to change levels or tracks?
        i. How often do parents intervene regarding academic issues with their child?
        ii. How often do parents intervene regarding disciplinary issues with their child?
        iii. How do you respond to families' requests to move their son/daughter to a different track?
    d. How are students of color supported, both academically and socially emotionally?
    e. How often do you examine the experiences of students of color?
14. What are some obstacles you might face when trying to implement school-wide changes towards becoming a more anti-racist community?

Thank you for sharing your time with me today.

Investigator: Tavares

Opening reminders:

- This interview is voluntary; you may ask to end the interview at any time.
- I will ask for your consent in writing.
- All interview questions are optional.
- This interview will be recorded. You can request I turn off the recording at any time.
- I'm here to listen and to learn; not to judge.
- I will take measures to ensure that all interview responses remain confidential. In addition, I will use pseudonyms in the dissertation to protect the identities of the respondents and the district.
- Can I reach out if I have an additional question?
- At this point, I will start recording

Please sign the consent form I am adding to the chat. You have a copy for your review. Please feel free to ask any questions at any time. Your electronic signature indicates you consent to the interview.

> *As part of my dissertation I am interested in how educators navigate race in their work specifically in leadership (in classrooms, schools, or district level) within the context of the impact of the last two years. We have the global pandemic we are still navigating and the recent racial reckoning that has entered our learning spaces. I want to hear about your experience by better understanding your work and the district's work.*
>
> ***My question:*** *How do Latina/x/o educational leaders make sense of their leadership practice during this moment of racial reckoning and the COVID-19 pandemic?*

Self-identity/Latinidad & Leadership

1. Could you describe your background and how you identify? What languages do you navigate in personally and or professionally?

2. Would you consider your identity (language) as an asset for you as an educator? Are there challenges? Can you describe them?

3. Have you been able to enact initiatives that matter to you? If so, give examples.

4. Are you satisfied with the district's support of your leadership as an educator? If yes, how do they support you and if not, what could they do better?

5. Who do you consider to be a Latina/x/o addressing equity issues head on in the district? How do they show this?

The Global Pandemic

6. How, if at all, has the COVID-19 pandemic impacted you personally or professionally? Can you describe the impact on your school or district?

7. What have you learned about the impact of COVID-19 on your students and their communities?

Race/Racism

8. From February through May of 2020 we witnessed the deaths of several Black people (George Floyd, Breonna Taylor, and Ahmaud Arbery to name a few of the most public). How, if at all, were these events discussed within your school/district?

9. How does the District's anti-racist work align with your leadership goals as an educator?

10. What are some of the potential benefits for increasing the number of Latino administrators or administrators of color in the district?

¡Muchísimas gracias! I appreciate your time and for supporting my leadership.

Themes:
Self-identity/Latinidad & Leadership
Race/Ethnicity/language
How does community respond
How does the individual respond

Follow-up Questions

11. What do people outside of your school/district get wrong about your students/community? What do they get right?
12. How does your district/school talk about race, if at all?
13. What do you recommend as the next steps?
14. What are some of the potential benefits for increasing the number of Latinx administrators or other BIPOC administrators in the district?

Email invitation to interview sent to all participants:
Dear_____,

Hope you are having a good start to the school year. I am one of the doctoral students Dr. _____ may have mentioned who is interested in interviewing you. Please know I'm happy to accommodate your availability and will offer some dates for you to consider below.

I want to share a little bit about the study, the title is: *Anti-Racist Educational Leadership in Times of Crisis* which I am co-authoring with four classmates. We are interviewing a diverse collection of leaders from your district. Additionally, I'm specifically interested in the following question for my section of the dissertation:

How Latina/o/x educational leaders make sense of their leadership practice during this moment of racial reckoning and the COVID-19 pandemic?

I'm very excited to meet you and learn about your work. Please feel free to email, text, or call with any questions at any time.

Options for approximately 60-90 min interview:

Dates & Times listed

If none of these dates or times work for you please share a few options that work for you between _____ and I'm happy to accommodate as needed.

en solidaridad,
Ana

Cell: xxx xxx-xxxx

Sample of follow up email post interview:
To each participant, with specific detail of the work they lead -
Le quiero dar las gracias por su tiempo y generosidad. Verdaderamente fue un increíble honor aprender sobre su trabajo y su dedicación a sus estudiantes. Son tan dichosos de tenerla a usted como campeona de su bienestar.

Espero volver a pláticar con usted y le tome en serio la invitación al _____. ¡Cuente conmigo!

con mucho cariño,
Ana

Appendix B

List of Reviewed Documents

Anti-racism graphic for staff

BIPOC Staff Affinity Groups

Courageous Conversations Class Presentation

Courageous Conversations Lesson Plan

Department of Diversity, Equity & Inclusion website

District Equity Policy

District Statement of Commitment to Racial Equity

District Superintendent's Goals

District Systemic Goals

Guidelines to implement the Equity Policy

Massachusetts Department of Education (MA DOE) Enrollment Data

Professional Development Plan – specific to one of the two high schools in the District

Report on Diverse Literature

Sample Anti-racist emails from department chair to department members

Staff Response graphic for staff

Appendix C

District Wide Survey

Boston College Consent Form
Lynch School of Education and Human Development
Informed Consent to be in study titled: *Anti-Racist Leadership in Times of Crisis*
Co-Researchers: *Stephen Dacey, Laniesha Gray, Cicy Po, Thomas Smith, Ana Tavares, Study Sponsor: Dr. Andrew Miller*

Educator Consent Form

By signing this consent form, you agree to participate in this research study on District School District Trends on Anti-racist Leadership in Times of Crisis and Massachusetts Asian Leaders descriptive survey. You were selected to be in the study because you are a teacher/principal/administrator/district personnel in the District Public Schools. Taking part in this research project is voluntary. The purpose of the study is to understand how educational leaders respond to this moment of crisis, racial reckoning, and the COVID-19 pandemic. The total number of people in this study is expected to be 80 survey participants, 30 interview participants, 30 meeting observation participants. If you agree to take part in this study, you will be asked to answer questions about your practice by completing a survey. This survey will be sent through the District Public Schools/Boston College Qualtrics platform/email and will be sent to all participants.

We expect the survey to take 10-15 minutes. Although you will not directly benefit from participating in this study, others may benefit because we hope to use our findings to better understand specific leadership behaviors for building and maintaining trusting relationships in schools, practices for supporting healthy school and district climates, and the strategies needed to redress systemic inequities. We don't believe there are physical, psychological or informational risks from participating in this research. Risks or discomforts from this research include discussing issues pertaining to racism. Taking part in this research project is voluntary. You don't have to participate and you can stop at any time.

Please take time to read this entire form and ask questions before deciding whether to take part in this research project. Researchers will minimize potential risks by allowing participants to skip questions or end at any time. To minimize informational risks we will ensure those survey responses are anonymous. The records of this study will be kept private. In any sort of report we may publish, we will not include any information that will make it possible to identify you. All electronic information will be coded and secured using a password-protected file. The Institutional Review Board at Boston College and internal Boston College auditors may review the research records. State or

federal laws or court orders may also require that information from your research study records be released. Otherwise, the researchers will not release to others any information that identifies you unless you give your permission, or unless we are legally required to do so. There is no cost to you to be in this research study. There is no compensation for your participation in this study. Your name and other information that can directly identify you will be deleted from the research data collected as part of the project. No later than June 30, 2022. We will not share our research data with other investigators. Any data maintained as part of this research project will not contain information that could directly identify you. It is totally up to you to decide to be in this research study. Participating in this study is voluntary. Even if you decide to be part of the study now, you may change your mind and stop at any time. You do not have to answer any questions you do not want to answer. If you decide to withdraw before this study is completed, we will delete any prior data collected, connected to your participation. If you choose not to be in this study, it will not affect your current or future relations with any school district. The researcher may dismiss you from the study at any time for the following reasons: (1) it is in your best interests (e.g. side effects or distress have resulted), (2) you have failed to comply with the study rules.

Contact Information for the Study Team and Questions About the Research
If you have questions about this research, you may contact:
Stephen Dacey (daceyst@bc.edu) or at [redacted]
Laniesha Gray (grayll@bc.edu) or at [redacted]
Cicy Po (poc@bc.edu) or at [redacted]
Thomas Smith (smithwr@bc.edu) or at [redacted]
Ana Tavares (tavarean@bc.edu) or at [redacted]
Faculty Advisor Dr. Andrew Miller (andrew.miller.6@bc.edu) or at [redacted]

If you have questions about your rights as a research participant or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), please contact the following: Boston College Office for Research Protections Phone: (617) 552-4778 Email: irb@bc.edu By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.
___ Yes, I consent to participate in this survey.
___ No, I do not consent to participate in this survey.

Enter your name and today's date here.
_____

General School Information and Your Responsibilities

Q2.1. What is the best description of your current position at your school or district?

◯ Full time classroom teacher
◯ Department Chair
◯ Principal
◯ Assistant Principal
◯ Program Director
◯ Counselor/Student Support
◯ District leader
◯ Other (Please specify: _____)

Q2.2. Reflecting on the last 18 months, pick the most appropriate frequency of occurrence for your work time spent on the following activities.

	Never	Rarely	Occasionally	Often	Very Often
In classrooms or on instruction					
In meetings					
Student discipline					
Paper work					
Supervising extra curricular activities					

School Performance- Your Perception

Q3.1. To the best of your knowledge, how often does the following issue occur at your current school building or across the district if you are a district leader?

	Frequency of Occurrence				
	Never	**Rarely**	**Occasionally**	**Often**	**Very Often**
Racial tensions	◯	◯	◯	◯	◯

Q3.2. To what extent is each of the following a concern in your current school building or across the district?

	Not a concern	Minor Concern	Moderate Concern	Serious Concern
Family Engagement				
Student access to learning opportunities				
Student achievement towards graduation				
Racial disparity in student academic achievement				

Q3.3. For each of the following student groups, select the response that best indicates your perception of that group's success in passing Massachusetts performance standards last year.

	District & State Performance Standards Passed		
	All or most passed	**Some passed**	**None or few passed**
African American students	◯	◯	◯
Latina/o students	◯	◯	◯
AAPI students	◯	◯	◯
White students	◯	◯	◯
Low-Income students	◯	◯	◯
Special Education students	◯	◯	◯
English Language Learners (ESL students)			

Professional Development

Q4.1. Which of the following types of professional development, related to anti-racist leadership and or classrooms, or culturally responsive pedagogy, have you participated in during the past 12 months? Mark all that apply.

- ◯ University courses
- ◯ Workshops, conferences, or training.
- ◯ Visits to other schools
- ◯ Individual or collaborative research
- ◯ Within district professional development
- ◯ Other

Perceptions

Q5.1. Rate the extent to which race/ethnicity and gender impact your work for equity.

	Not at all	Rarely	Some-what	Often	Large Extent
To what extent has your racial/ethnic background helped you connect with students of color in your work?					
To what extent have your racial/ethnic background created opportunities for you in your work?					
To what extent has your gender created barriers or problems for you in your work?					
To what extent has your gender created barriers or problems for you in your work?					
To what extent has your gender created opportunities for you in your work?					

Q5.2. Rate the extent to which you engage in the following activities for racial equity.

	Not at all	Rarely	Some what	Often	Large Extent

Engaged in my own learning outside of work					
Changing attitudes and beliefs that are obstacles to equity work					
Working for system level change toward equity					
Maintaining or improving high expectations instructions					
Promoting or engaging community & family connections					
Negotiations with colleagues					
Professional development for anti-racism					

Q5.3. Rate the level in which this moment of our nation's racial reckoning affected your work for equity.

- ◯ Obstructed my work for equity greatly
- ◯ Somewhat obstructed my work for equity
- ◯ No impact on my work
- ◯ Somewhat created opportunity for equity work
- ◯ Greatly created opportunity for equity work

Q5.4. Rate the level in which the COVID-19 pandemic affected your work for equity.

- ◯ Obstructed my work for equity greatly
- ◯ Somewhat obstructed my work for equity
- ◯ No impact on my work
- ◯ Somewhat created opportunity for equity work
- ◯ Greatly created opportunity for equity work

Your Background

Q6.1. What is your gender?

- ◯ Male
- ◯ Female
- ◯ Gender non-conforming
- ◯ Cis gender- gender matches that assigned at birth
- ◯ Trans gender- gender differs from that assigned at birth
- ◯ Non Binary-gender identity that is neither female nor male

◯ Prefer not to say

Q6.2. How do you identify by race/ethnicity?

◯ American Indian/Native American
◯ Black or African American
◯ Asian
◯ Native Hawaiian or Pacific Islander
◯ Latina, Latinx, non-White
◯ Latina, Latinx, White
◯ Latina, Latinx, Black
◯ Latina, Latinx, Multi-race
◯ Latina, Latinx, Indigenous
◯ Biracial
◯ Multracial
◯ White
◯ Prefer not to say

Q6.3. Do you have any comments or questions related to this research?

We thank you for your time spent taking this survey.

Appendix D

National Latino Leaders/Principals Survey

INFORMED CONSENT DOCUMENT

Title of Study: The Racial Identity Development of Latino School Principals and its Relation to Their Leadership Practice: Lessons Learned From the Last 15 years

Dear Principal:
I am requesting that you participate in a follow up study that was conducted back in 2004. If you recall, you participated in a study on "The Racial Identity Development of Latino School Principals and its Relation to Their Leadership Practice". Valuable information was provided with the original study. I am interested in learning how your leadership has changed over time and the role that your Latino racial identity has either continued or not continued to play in your leadership practices.

Why should you participate in this survey?
Policymakers and educational leaders could rely on data from this study to inform their decisions concerning K-12 schools. Latina/o school leaders, for far too long, have been one of the least researched groups in educational leadership. Rarely are principals studied over time and your participation could provide insights into leadership changes and development for the field of Educational Leadership. Your participation could make a great contribution to the literature on educational leadership.

Participant Rights
Your participation in this study is completely voluntary and you may refuse to participate and not complete the required survey or interview. The survey will take approximately 15 minutes of your time. If you decide not to participate in the study, it will not result in any penalty or loss to you. Survey information was confidential and only the principal investigator will have access to the survey results. The interview will take approximately 1.5 hours and was tape recorded and housed in a secure location and be password protected. Please note that no individual data that links one's name, address, or place of employment was included in this study. Finally, You may skip any question on the survey or during the interview that makes you uncomfortable.

Who is conducting this survey?
Dr. Frank Hernandez, professor at Southern Methodist University is conducting this study.

Questions or Concerns
You are encouraged to ask questions at any time during this study. For further information about the study contact **Dr. Frank Hernandez at [redacted].** If you have any questions about the rights of research subjects or research-related injury, please contact the Human Subjects Research Office, SMU IRB Chair, Austin Baldwin, Ph.D. @ 214.768.2033 and/or researchcompliance@smu.edu.

****
Your signature indicates that you voluntarily agree to participate in this study, that the study has been explained to you via the information provided, and that you have been given the time to read the explanation.

SIGNATURE_____

Thank you for your willingness to complete this survey. We do hope that you decide to take the survey. Please answer the following questions based on your experience as a school principal. All information you provide was kept completely confidential.

After you complete the survey please mail it in the postage paid envelope included in the package.

Instructions

- It is important that this secure and confidential survey be completed by the school PRINCIPAL, not by anyone else.

- If you are unsure about how to answer a question, please give the best answer you can rather than leave it blank.

General School Information

1. Which of the following grades are included at your current school building? (Check all that apply.)

□ Kindergarten
□ 1st grade
□ 2nd grade
□ 3rd grade
□ 4th grade
□ 5th grade
□ 6th grade
□ 7th grade
□ 8th grade
□ 9th grade
□ 10th grade

- □ 11th grade
- □ 12th grade
- □ Ungraded

2. Which of the following best describes your school building? (Select only one.)

- ◯ **Regular elementary or secondary**
- ◯ **Elementary or secondary with a special program emphasis** (such as a science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.)
- ◯ **Special education** school (primarily serving students with disabilities)
- ◯ **Vocational/Technical** school (primarily serving students being trained for occupations)
- ◯ **Charter** school (the school is operated by a private organization or school district)
- ◯ **Alternative** school (providing alternative or non-traditional education, but not specifically special education, vocational, or other categories listed above)

3. Do you consider your school building to be located in a rural, urban, or suburban area?

- ◯ Rural
- ◯ Urban
- ◯ Suburban

4. Does your school provide before-school or after-school day care programs?

- ◯ Yes
- ◯ No

5. How many students are currently enrolled in your school building? _____

6. Please record the percentage of students at your school building with the following characteristics:

	Percentage
Students of color	
Students on free or reduced-price lunches	
Special education students	
English language learners (ESL)	

7. Please record the number of teachers employed by your school as of the first of January in each of the following categories.

Number	Teacher Categories
	TOTAL Teachers
	Full-time teachers
	Part-time teachers
	Latina/o teachers (including Cuban, Puerto Rican, Dominican, ect.)
	White teachers
	African American/Black teachers
	Asian or Pacific Islander teachers
	Other ethnicity

School Performance

8. For each of the student groups in the table below, please select the one response that best indicates that group's success in passing performance standards last year.

	District & State Performance Standards Passed			
	Passed All	**Passed Most**	**Passed Some**	**Passed No Standards**
White students	○	○	○	○
African American students	○	○	○	○
Latina/o students	○	○	○	○
Low-Income students	○	○	○	○
Special Education students	○	○	○	○
English Language Learners (ESL students)	○	○	○	○

9. To the best of your knowledge, how often do the following types of issues occur at your current school building? (If you are new to this school, then consider your last school.)

	Frequency of Occurrence				
	Never	**Rarely**	**Occasionally**	**Often**	**Very Often**
Bullying	○	○	○	○	○
Physical conflicts among students	○	○	○	○	○
Student disrespect for teachers	○	○	○	○	
Vandalism	○	○	○	○	
Robbery or theft	○	○	○	○	
Possession of weapons	○	○	○	○	
Racial tensions	○	○	○	○	
Gang activities	○				

10. To what extent is each of the following a concern in your current school building?

	Not a concern	**Minor concern**	**Moderate concern**	**Serious concern**
Student tardiness	○	○	○	○
Student absenteeism	○	○	○	○
Student Drop-outs	○	○	○	○
Lack of Parental involvement	○	○	○	○
Students unprepared to learn (lacking basic necessities)	○	○	○	○

Student use of alcohol or illegal drugs	○	○	○	○
Student pregnancy	○	○	○	○

Your Responsibilities

11. During a typical full week, how many total hours do you spend on **all school-related activities** for your current school? (Include hours spent working during the school day, before school, after school, and on weekends.)

_____ Total hours per week of school-related work

12. How many total hours do you spend **interacting with students** during a typical full week at
this school? (Include both formal and informal interactions.)

_____Total hours per week of student interaction

13. Reflecting on your entire last year as principal, approximately what percentage of your work time did you spend on the following activities?

% of Work Time	**Activities**
	In classrooms
	In meetings
	Student discipline
	Paper work
	Supervising extra curricular activities
	Other – please describe:

100%	**TOTAL**

Professional Development

14. Which of the following types of professional development have you participated in during the past 12 months? Mark all that apply.

	Participated?	
	Yes	**No**
a. University course(s)	◯	◯
b. Workshops, conferences, or training.	◯	◯
c. Visits to other schools	◯	◯
d. Individual or collaborative research	◯	◯
e. Other – please describe:	◯	◯

15. Before you became a principal, did you participate in a district development program for aspiring school principals?

◯ Yes
◯ No

Leadership Style and Practice.

16. Which leadership style most closely resembles you practice? Mark all that fit.

◯ **Autocratic:** Makes decisions without consulting with others. Clearly identify the goals that will lead the organization to success.

◯ **Democratic:** Shared decision-making and facilitates consensus in the group. Asks questions to involve others.

◯ **Delegative:** Allows others to make decisions, set priorities, and delegate certain tasks

17. How much did **mentors or role models influence you to choose educational administration work?**

◯ Not at all
◯ A little
◯ Some
◯ Quite a bit
◯ A great deal

18. How would you rate the influence of **mentors or role models on the development of your leadership skills?**

◯ No impact
◯ A little
◯ Some
◯ Quite a bit
◯ A great deal

Your Experience and Training

19. What is your current position at your school?

◯ Principal
◯ Assistant Principal
◯ Other (Please specify: _____)

20. Including this school year (count part of a year as 1 year), how many years have you served in each of the following positions? (If none, please enter "0".)

_____ Total number of years as a principal

____ years at this school

_____ Total number of years as an assistant principal

____ years at this school

21. We are interested in your experience in the field of education prior to becoming a principal or assistant principal. Please check the positions listed below that you have held in the past, and record the number of years you held that position.

	Position Held?		**# of years of experience**
	Yes	**No**	

Teacher	◯	◯	
Curriculum specialist/coordinator	◯	◯	
Guidance counselor	◯	◯	
Library/Media specialist	◯	◯	
Educational/Teaching Assistant	◯	◯	
Athletic coach/director	◯	◯	
Other educational work experience: (Please specify:_____)	◯	◯	

22. We are also interested in your work experience **outside** of the field of education. How many years have you worked full-time at other jobs, outside the field of education?

_____ Years

23. What is the highest level of education you have completed?

◯ Bachelor's degree
◯ Master's degree
◯ Educational specialist or professional diploma (at least 1 year beyond Master's level)
◯ Doctorate (Ph.D., Ed.D.)

24. Which of the following best describes where you received your principal's license/certification?

◯ Public university
◯ Private university
◯ Liberal Arts College
◯ On-line university
◯ Other (Please specify: _____)

25. How well prepared do you think you were when you became a principal?

◯ Very well prepared
◯ Well prepared
◯ Somewhat prepared
◯ A little prepared
◯ Not prepared at all

26. Did you begin your post secondary education at a community college?

◯ Yes
◯ No

27. Are you a member of a **national** professional association of principals? (For example, National Association of Elementary School Principals, National Association of Secondary School Principals, American Association of School Administrators, etc.)

◯ Yes
◯ No

28. Are you a member of a **state** professional association of principals?

◯ Yes
◯ No

Short essay questions

29. What are your biggest challenges in your current work as a principal?

30. What are your biggest successes in your current role as a principal?

31. To what extent has your **racial/ethnic background** created barriers or problems for you in your work as a school administrator?

Not at all large extent

1 2 3 4 5

32. To what extent has your **gender** created barriers or problems for you in your work as a school administrator?

Not at all Large extent

1 2 3 4 5

33. To what extent has your **racial/ethnic background** helped you to connect with students of color in your work as a school administrator?

Not at all Large extent

1 2 3 4 5

Your Background

34. What is your gender?

◯ Male
◯ Female

35. This study uses the term "Latina/o." How do you identify your own racial/ethnic background?

◯ Latina/o
◯ Mexican
◯ Hispanic
◯ Cuban
◯ Puerto Rican
◯ Other – please specify: _____

36. What year were you born? _____

37. Where were you born?

◯ United States
◯ Puerto Rico
◯ Mexico
◯ Cuba
◯ Other – please specify: _____

38. If you were born in the United States, what state were you born in? _____

39. How would you describe your own schooling experiences in general?

◯ Very positive
◯ Mostly positive
◯ Both positive and negative
◯ Mostly negative
◯ Very negative

40. What are your future professional aspirations?

41. Do you have any comments or questions relating to this research?

Thank you very much for your time and cooperation.

Please mail the completed in the postage paid envelope included in the package.

Appendix E

Focus Group Protocols

Investigator: Dacey

Opening reminders

- This interview is voluntary; you may ask to end the interview at any time.
- All interview questions are optional. Feel free to not answer a question.
- This interview was recorded. You may request for us to turn off the recording device at any time.
- We are here to listen and to learn; not to judge.
- We will take measures to ensure that all interview responses remain confidential. In addition, we will use pseudonyms in our dissertation to protect the identities of the respondents and the district.

Introduction: Tell us a little about you. How long have you been a teacher in this school/district?

1.) This research focuses on educational leaders enacting anti-racist leadership practices. Please describe for me how race impacts your conversations with colleagues and/or school leaders.

2.) Depending on the responses to #1, what could be done to change (the atmosphere, the quality, etc) of these discussions?

3.) One anti-racist practice we are studying is the development of one's positive racial identity; how people understand themselves and others. Please tell me how the school supports you in developing your racial identity (e.g. school-sponsored professional development), including your impressions of the effectiveness of this racial identity work?

4.) Please explain to me any opportunities that you have to reflect (whether in thought, writing, or dialogue) on your White racial identity (Whiteness, White privilege, White supremacy, anti-racism)? Please include your impressions of the effectiveness of this reflection.

5.) Please tell me a story about when you engaged in a conversation about race or racial equity with a colleague or school leader. Did you feel comfortable or uncomfortable, equipped or unequipped?

6.) How, if at all, has this racial identity work been impacted by the COVID-19 pandemic?

7.) Please tell me a story about a time when you acted against racial inequity in your school. How did it go? Did you feel supported by school leadership?

8.) What do you believe the school should change in its approach to promoting racial equity?

9.) What actions do you believe that school leadership should enact to support White teachers in the development of their White racial identity?

10.) Any final thoughts? Anything you were hoping I would ask about that I did not?

Closing Thoughts: Thank you very much for your time and insights.

Investigator: Smith

Getting to Know You

- Introduce myself, a little bit about me, and the study we are conducting.
- Start by asking participants to introduce themselves and to share how long they've been working at this school or district and in what capacity.
- Some kind of "break-the-ice" question to help people become more comfortable.

Questions

- If asked about the faculty and staff and their openness to professional development, what comes to mind?
- If asked about parental involvement at your school, what comes to mind?
- If asked about leveling at your school, what comes to mind?
- If asked about the climate of your school, what comes to mind?

- What was the school's response to the recent racial strife across the country, if there was one? Were these issues addressed at all in the classrooms?
- What was it like teaching during the pandemic the past two years?
- Do you have anything you'd like to add, that you feel could help me with my research?

Thank you for sharing your time with me today.

Appendix F

Instructional Leadership Constructs from Principal Instructional Management Rating Scale categories from Hallinger et al. (2016)

Dimensions of Instructional Leadership

- Defines the School's Mission
- Manages the Instructional Program
- Develops the School Learning Climate

Functions of Instructional Leadership

- Frames the School's Goals
- Communicates the School's Goals
- Supervises and Evaluates Instruction
- Coordinates the Curriculum
- Monitors Student Progress
- Protects Instructional Time
- Maintains High Visibility
- Provides Incentives for Teachers
- Promotes Professional Development
- Provides Incentives for Learning

Appendix G

Elements of Instructional Leadership according to Rigby (2014).

Three logics of leadership

- Prevailing-objective neutral and emphasizes management
- Entrepreneurial- purpose is to use innovative school management and design to raise standardized test scores
- Social Justice- purpose is to make schools equitable

Eight dimensions of instructional leadership found in content analysis:

- Goals of instructional leadership
- Focus of attention
- Theory of Change
- Modes of Assessment
- Instructional Practices
- Leadership Practices
- Role of Principal
- Role of Teacher

Appendix H

A Summary of Sympathetic Leadership Framework as described by Liang and Liou (2020)

1. Intimate knowledge of students and their identity, including their race, gender, culture/ethnicity and the impact of such on their lives.
2. Build caring relationships with the knowledge of the students community cultural wealth
3. Active formation of alliances and gaining knowledge from the community they serve, including about economics and power.
4. Hold high expectations for students to prepare them for their future.

Appendix I

Interview Consent Form

Boston College Consent Form
Boston College Lynch School of Education and Human Development
Informed Consent to be in study, Anti-racist Leadership in Times of Crisis
Researchers: Stephen Dacey, Laniesha Gray, Cicy Po, Thomas Smith, Ana Tavares
Study Sponsor: Dr. Andrew Miller
Type of consent: Adult Consent Form

Invitation to be Part of a Research Study

You are invited to participate in a research study. You were selected to be in the study because you are a teacher/principal/administrator/district personnel in the Newton Public Schools. Taking part in this research project is voluntary.

What is the study about and why are we doing it?

The purpose of the study is to understand how educational leaders respond to this moment of crisis, racial reckoning and the COVID-19 pandemic.
The total number of people in this study is expected to be 35-50 interview participants.

What will happen if you take part in this study?

If you agree to take part in this study, you will be asked to answer questions about your practicin an interview. Interviews will occur through Zoom platform and or in-person and include note taking and audio recording to collect data. We expect the interviews to take 45-60 minutes.

How could you benefit from this study?

Although you will not directly benefit from participating in this study, others may benefit because we hope to use our findings to better understand specific leadership behaviors for building and maintaining trusting relationships in schools, practices for supporting healthy school and district climates, and the strategies needed to redress systemic inequities.

What risks might result from being in this study?

We don't believe there are physical, psychological or informational risks from participating in this research. Risks or discomforts from this research include discussing issues pertaining to racism. Taking part in this research project is voluntary. You don't have to participate and you can stop at any time. Please

take time to read this entire form and ask questions before deciding whether to take part in this research project.
Researchers will minimize potential risks by allowing participants to skip interview questions or end at any time. To minimize informational risks we will ensure that survey responses are anonymous, and we will not use identifiable information during interviews, focus groups, or observation data gathering.

How will we protect your information?

The records of this study will be kept private. In any sort of report we may publish, we will not include any information that will make it possible to identify you. All electronic information will be coded and secured using a password-protected file.

We will assign to each participant a unique, coded identifier that will be used in place of actual identifiers. We will separately maintain a record that links each participant's coded identifier to his/her/their actual name, but this separate record will not include research data.

During interviews, only the researchers who audio tape recordings will have access to them for the purposes of accurate data collection and coding. The audio recordings will be erased upon the completion of our research, no later than June 30, 2022.

The Institutional Review Board at Boston College and internal Boston College auditors may review the research records. State or federal laws or court orders may also require that information from your research study records be released. Otherwise, the researchers will not release to others any information that identifies you unless you give your permission, or unless we are legally required to do so.

What will happen to the information we collect about you after the study is over?

Your name and other information that can directly identify you will be deleted from the research data collected as part of the project. No later than June 30, 2022.

We will not share our research data with other investigators.

Any data maintained as part of this research project will not contain information that could directly identify you.

How will we compensate you for being part of the study?

There is no compensation for your participation in this study.

What are the costs to you to be part of the study?

There is no cost to you to be in this research study.

Your Participation in this Study is Voluntary

It is totally up to you to decide to be in this research study. Participating in this study is voluntary. Even if you decide to be part of the study now, you may change your mind and stop at any time. You do not have to answer any questions you do not want to answer. If you decide to withdraw before this study is completed, we will delete any prior data collected, connected to your participation.

If you choose not to be in this study, it will not affect your current or future relations with the Newton Public Schools.

Getting Dismissed from the Study

The researcher may dismiss you from the study at any time for the following reasons: (1) it is in your best interests (e.g. side effects or distress have resulted), (2) you have failed to comply with the study rules.

Contact Information for the Study Team and Questions about the Research

If you have questions about this research, you may contact:

Researcher(s)	Email	Cell Phone
Stephen Dacey	daceyst@bc.edu	[redacted]
Laniesha Gray	grayll@bc.edu	[redacted]
Cicy Po	poc@bc.edu	[redacted]
Thomas Smith	smithwr@bc.edu	[redacted]
Ana Tavares	tavarean@bc.edu	[redacted]
Faculty Advisor		
Dr. Andrew Miller	andrew.miller.6@bc.edu	[redacted]

Contact Information for Questions about Your Rights as a Research Participant

If you have questions about your rights as a research participant, or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), please contact the following:

Boston College
Office for Research Protections
Phone: (617) 552-4778
Email: irb@bc.edu

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. I/We will give you a copy of this document for your records. I/We will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study.

_____
Printed Subject Name

_____
Signature Date

Consent to Use Data for Future Research

I agree that my information may be shared with other researchers for future research studies that may be similar to this study or may be completely different. The information shared with other researchers will not include any information that can directly identify me. Researchers will not contact me for additional permission to use this information.

YES_____ NO_____

Consent to be Audio Recorded

I agree to be audio recorded.

YES_____ NO_____

_____

Signature Date